



Regional Occupational Program

Criminal Justice 2 A-G 2026-2027

COURSE DESCRIPTION

Criminal Justice 2 builds upon the Criminal Justice 1 course and provides continued instruction in advanced criminal justice processes, public safety operations, and law enforcement procedures. Areas of study include forensic and crime scene investigation, evidence collection and preservation, crimes against people and property, cybercrime, substance use and addiction, gangs, crime prevention, emergency response, use-of-force concepts, specialized communication skills, and law enforcement communications technology. Students continue to develop 21st century workplace skills, including effective communication, critical thinking, collaboration, ethical decision-making, and responsible use of technology. This capstone course prepares students for postsecondary and career pathways such as non-sworn civilian public safety roles, sworn peace officer pathways, Bureau of Security and Investigative Services (BSIS) security guard registration/training, California Commission on Peace Officer Standards and Training (POST) selection and academy requirements, enrollment in a law enforcement academy, and college degree pathways in criminal justice or related public safety fields.

Course Information:

Course Length: 1 Year
 Prerequisite: Criminal Justice 1
 Course Level: Capstone
 UC: Yes G - Elective
 Articulated: No
 Industry Cert.: No
 Industry Sector: Public Services
 Pathway: Public Safety
 CALPADS: 8412

O*Net SOC Codes:

33-3051 Police and Sheriff's Patrol Officers
 43-5031 Public Safety Telecommunications
 33-9021 Private Detectives and Investigators
 33-9032 Security Guards
 33-3051.04 Customs and Border Protection Officers

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 25/26 Public Services Advisory
[Advisory Minutes](#)*

Criminal Justice 2

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"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<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"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. 		<u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>9</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u> <u>6c</u>

<ul style="list-style-type: none"> d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>10</u> <u>11</u>	<u>8</u> <u>9</u> <u>11</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>7b,c,d</u>
3. Leaders and Teams: Roles and Responsibilities	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. 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). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<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>
4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry-specific ethical and legal practices. b. Identify eco-friendly industry-specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. 		<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"> d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 		<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>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		<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>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry-specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. 		<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.					

Criminal Justice 2 Units of Instruction

7. History of Law Enforcement	CTE - PS	CRP	CTE - AS	CCSS	ISTE
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a. Demonstrate understanding of the history, structure, and function of the American legal system.	A2.0	<u>1</u>	<u>1</u>	LS	
	A2.1	<u>2</u>	<u>2</u>	9-10	
b. Describe how past and present legislation has positively and negatively impacted law enforcement agencies.	A5.0	<u>5</u>	<u>5</u>	11-12.6	
	A5.1	<u>11</u>	<u>11</u>		
c. Explain the historical development of local, state, and national law enforcement agencies and the inter-agency relationships.	A5.2			WS	
	A5.3			11-12.7	
d. Explain major constitutional rights afforded under the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments as they relate to law enforcement.					
e. Analyze current law enforcement culture and its relationship with the community.					
f. Identify and discuss common community perceptions and misconceptions of law enforcement.					
g. Diagram the chain of command in law enforcement and explain how organizational structure supports accountability and operations.					
h. Describe the state and federal judicial and court systems, and analyze the similarities, differences, and interactions between state and federal court systems.					
i. Explain the progression of a case as it moves through local, state, and federal jurisdictions.					
j. Compare and contrast the current legal system for adults and juveniles.					
k. Compare and contrast felonies, misdemeanors, and infractions.					
l. Differentiate between the 'spirit of the law' and the 'letter of the law.'					
m. 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.					

8. Law Enforcement Agencies and Units	CTE - PS	CRP	CTE - AS	CCSS	ISTE
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a. Demonstrate understanding of the responsibilities and duties of the different agencies within the law enforcement component of the criminal justice system.	A2.0	<u>1</u>	<u>1</u>	LS	
	A5.0	<u>2</u>	<u>2</u>	9-10	
b. Identify the primary and secondary purpose and functions of state agencies within the law enforcement system.	A7.0	<u>5</u>	<u>5</u>	11-12.6	
	A7.7	<u>11</u>	<u>11</u>		
c. Describe the function of the United States Department of Justice and the California Department of Justice, as applicable.	A8.0			WS	
	A9.0			11-12.7	
d. Describe the function of the California Highway Patrol.					
e. Identify and explain the function of specialized law enforcement units, such as SWAT, K-9, aviation, bomb squad, school resource, cybercrime, and special investigations units.					

<p>f. Compare and contrast the relationship between criminal justice and other social agencies.</p> <p>g. Identify major local, state, and federal law enforcement agencies and describe how they may collaborate during public safety operations.</p>					
<p>9. Crimes Against People</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate understanding of different classifications of crimes against persons.</p> <p>b. Discuss the elements of assault and other crimes against a person.</p> <p>c. Distinguish among crimes against persons and classify them using applicable Penal Code sections.</p> <p>d. Explain what constitutes murder and how the various homicide charges are determined.</p> <p>e. Define and classify homicide concepts, including justifiable, excusable, and malice aforethought, as applicable.</p> <p>f. Describe elements of manslaughter, including vehicular, voluntary, involuntary, and gross vehicular.</p> <p>g. Describe and classify crimes against persons, including robbery, extortion, assault, battery, sexual offenses, and domestic violence.</p> <p>h. Describe and classify crimes related to public justice, health, safety, welfare, and public order, such as contributing to the delinquency of minors, child abuse, illegal gambling, obscenity-related offenses, riots, and unlawful assembly.</p> <p>i. Describe crimes relating to trespassing and disorderly conduct.</p> <p>j. Discuss selected public order offenses and related legal considerations.</p> <p>k. Discuss other miscellaneous offenses.</p> <p>l. Distinguish between misdemeanor and felony offenses.</p>	<p>A2.5</p> <p>A2.9</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
<p>10. Crimes Against Property</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate understanding of different types of crimes against property and related legal consequences.</p> <p>b. Describe burglary, arson, theft, and related legal consequences.</p> <p>c. Explain shoplifting, organized retail theft concepts, receiving stolen property, and related legal consequences.</p> <p>d. Identify crimes related to forgery, false identification, identity theft, fraud, and related legal consequences.</p> <p>e. Define vandalism and destruction of property and the punishments typically associated with each.</p>	<p>A2.5</p> <p>A2.9</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
<p>11. Cybercrime and Digital Safety</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate understanding of internet-based crimes, cybercrime, digital evidence, how these crimes may be investigated, and how they are handled in the court system.</p>	<p>A2.5</p> <p>A2.9</p> <p>A7.0</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>4</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>4</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p>	

<ul style="list-style-type: none"> b. Describe internet-based crimes and their relationship to threats, hate crimes, fraud, theft, identity theft, harassment, exploitation, and other criminal activity. c. Explain cyberstalking, cyberbullying, online harassment, online exploitation, and related legal considerations under applicable laws. d. Identify and describe internet-based crimes involving minors, including child exploitation, sexting-related legal issues, online enticement, and digital victimization. e. Explain the role of cybersecurity and digital forensics professionals in public safety, homeland security, and private-sector settings, including methods used to prevent, investigate, and respond to cyberattacks. 	A7.6	<u>5</u> <u>11</u>	<u>5</u> <u>11</u>	WS 11-12.6 11-12.7	
12. Substance Use and Addiction	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of the physiological, psychological, social, and public safety effects of substance use and substance use disorders. b. Define substance use disorder and distinguish among substance use, misuse, dependence, and addiction concepts. c. Identify risk factors, protective factors, and behavioral indicators associated with substance use disorders. d. Describe behaviors, signs, and indicators associated with drug addiction. e. Describe alcohol use disorder and identify behavioral and physical indicators of alcohol-related impairment or dependency. f. Describe laws related to alcohol, impaired driving, open containers, and public safety. g. Discuss laws dealing with alcohol and underage minors. h. Identify categories of controlled substances and explain their psychological and physiological effects on an individual. i. Discuss the physiological and psychological effects of substance use and addiction on the family and the workplace. j. Discuss treatment, diversion, alternative sentencing, and reentry options for individuals involved in substance-related offenses, including California law and policy considerations when applicable. 	A2.9	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
13. Gangs	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of gangs in society, including recruitment, group identity, criminal activity, prevention, intervention, and current law enforcement response strategies. b. Identify general indicators associated with gang activity, such as symbols, clothing, hand signs, graffiti, social media activity, and other contextual factors, while avoiding assumptions based on appearance alone. 	A2.5 A2.9 A6.10	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	

<ul style="list-style-type: none"> c. Identify various types of gangs and criminal groups, such as street gangs, prison gangs, transnational criminal organizations, and extremist or ideologically motivated groups when applicable. d. Explain factors that may contribute to gang involvement, including social, economic, family, neighborhood, identity, safety, and peer influences. e. Describe recruitment, initiation, involvement, consequences, prevention, and intervention considerations related to gang activity. 					
<p>14. Crime Prevention</p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of the historical, philosophical, and practical dimensions of community policing, procedural justice, and partnerships between communities and law enforcement. b. Discuss the history of community policing and explain key components such as community input, collaborative problem solving, transparency, trust building, and crime prevention. c. Explain crime prevention strategies, such as Neighborhood Watch, environmental design, public education, youth outreach, digital safety, and community-based prevention programs. d. Discuss California law related to domestic violence, protected relationships, warning signs, victim safety, reporting considerations, and the difference between a dispute and criminal conduct. e. Describe the role of civilian security services and private security personnel in supporting public safety, including legal limits, communication, observation, reporting, and coordination with law enforcement. 	A2.2 A2.5 A2.6 A2.7 A2.9	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
<p>15. Evidence Collection and Preservation</p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of evidence collection, preservation, crime scene processing, investigation, and exclusionary rules. b. Explain how the actions of a first responder at a crime scene can impact evidence identification, protection, documentation, and collection. c. Explain general procedures for identifying, collecting, preserving, documenting, and submitting biological or DNA evidence to a crime laboratory. d. Differentiate among types of biological evidence in criminal cases and explain the significance of each as evidence. e. Explain systems and procedures used by law enforcement agencies for evidence and property storage, retrieval, tracking, and documentation. f. Discuss procedures used to categorize, log, retain, release, transfer, or dispose of evidence and property related to criminal and non-criminal cases. g. Distinguish between direct and circumstantial evidence and explain how each may be used in criminal investigations or court proceedings. 	A6.8 A6.10	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	

h. Describe chain of custody and explain its importance in maintaining the integrity and admissibility of evidence.					
16. Map Reading and Navigation Technology	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Using a variety of sources, including maps, electronic devices, GPS, and digital mapping tools, demonstrate the ability to locate a specific address or location.</p> <p>b. Explain how to locate addresses using street signs, block numbering, cross streets, and other location identifiers.</p> <p>c. Accurately provide written or verbal directions to various locations using maps, digital mapping tools, and location information.</p> <p>d. Demonstrate the use of digital mapping applications, GPS devices, and related navigation tools.</p>	A2.5 A4.0 A6.10	<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>	LS 9-10 11-12.6 WS 11-12.6 11-12.7	
17. Response to Crimes in Progress	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge of officer safety, situational awareness, communication, and response considerations when responding to simulated calls involving crimes in progress.</p> <p>b. Analyze crime data and statistics related to the social, economic, and public safety impacts of crime.</p> <p>c. Explain the importance of situational awareness, observation, communication, and safety when approaching an area where a crime may be occurring.</p> <p>d. Discuss hazards and risk factors that may affect first responders, law enforcement personnel, and public safety workers during emergency or crime-in-progress responses.</p>	A6.3	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
18. Weaponless Defense, De-escalation, and Personal Safety	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge of weaponless defense concepts, de-escalation, personal safety, and legal considerations related to force options.</p> <p>b. Explain the importance of communication, situational awareness, conflict resolution, and approved negotiation techniques.</p> <p>c. Discuss and demonstrate basic self-defense techniques in a supervised instructional setting.</p> <p>d. Demonstrate basic disarming concepts and techniques in a supervised instructional setting, with emphasis on safety, control, and appropriate use-of-force considerations.</p> <p>e. Demonstrate basic control holds or control concepts in a supervised instructional setting, with emphasis on safety, communication, and minimizing risk of injury.</p> <p>f. Discuss the legal, ethical, and public safety implications related to deadly force.</p> <p>g. Describe basic anatomy, body mechanics, and injury-prevention concepts related to weaponless defense and control techniques.</p>	A3.0 A4.5 A6.3 A6.6	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
19. Use of Force, De-escalation, and Documentation	CTE - PS	CRP	CTE - AS	CCSS	ISTE

<p>a. Demonstrate understanding of Fourth Amendment reasonableness, California law, and circumstances that may affect a peace officer’s authority to use force.</p> <p>b. Examine emotional, physiological, environmental, and situational factors that may affect decision-making during a perceived threat or rapidly evolving incident.</p> <p>c. Explain reasonable force, necessary force, proportionality, and related California Penal Code concepts.</p> <p>d. Describe and demonstrate force-option concepts through supervised instructional activities or classroom simulation, including de-escalation, proportionality, and the legal standard for deadly force.</p> <p>e. Demonstrate restraint concepts or techniques in a supervised instructional setting, with emphasis on safety, individual rights, communication, and minimizing risk of injury.</p> <p>f. Discuss why accurate, objective, and thorough documentation of a use-of-force incident is critical to the officer, agency, involved individual, and public accountability.</p> <p>g. Identify potential criminal, civil, professional, and agency consequences that may result from excessive or improper force.</p> <p>h. Examine ethical responsibilities and potential barriers related to intervening, reporting, or preventing improper or excessive force by another officer.</p>	<p>A4.4 A5.0 A5.1 A6.6</p>	<p><u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u> <u>12</u></p>	<p><u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u></p>	<p>LS 9-10 11-12.6 SLS 11-12.1d WS 11-12.7</p>	
<p>20. Emergency Response and Incident Management</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate knowledge of contingency planning, incident response, and the importance of coordinated deployment of agency or departmental resources during emergencies.</p> <p>b. Describe emergency response practices for critical incidents, including acts of terrorism, active-assailant situations, hostage situations, and natural disasters such as fires, earthquakes, and floods.</p> <p>c. Describe safety procedures, communication protocols, and agency response considerations when encountering hazardous materials.</p>	<p>A2.3 A2.7 A6.4 A6.8</p>	<p><u>1</u> <u>2</u> <u>5</u> <u>11</u></p>	<p><u>1</u> <u>2</u> <u>5</u> <u>11</u></p>	<p>LS 9-10 11-12.6 WS 11-12.7</p>	
<p>21. Specialized Communication and Public Safety Technology</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate appropriate communication skills when interacting with the public in public safety settings.</p> <p>b. Demonstrate how computers, mobile devices, records systems, and communication tools are used by criminal justice and public safety agencies.</p> <p>c. Discuss how cultural awareness, empathy, and professionalism influence communication effectiveness.</p> <p>d. Practice communication and conflict-resolution strategies used to de-escalate hostile, volatile, or high-stress situations.</p> <p>e. Interpret nonverbal communication and practice appropriate response techniques to support safe and effective communication.</p>	<p>A4.2 A4.4 A6.0 A6.1 A6.10</p>	<p><u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u></p>	<p><u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u></p>	<p>LS 9-10 11-12.6 WS 11-12.6 11-12.7</p>	

<ul style="list-style-type: none"> f. Discuss current and emerging technologies used within criminal justice and public safety agencies, including digital evidence tools, data systems, and artificial intelligence-supported tools when applicable. g. Explain how mobile data terminals, records systems, and communication tools may be used in patrol or field operations. h. Discuss communication protocols and safety considerations used when handling high-risk calls. i. Discuss professional mindset, active listening, and safety awareness when receiving emergency or high-stress calls. j. Demonstrate proper radio communication procedures, including clarity, brevity, professionalism, and applicable agency codes or plain-language protocols. k. Identify and discuss procedures and protocols used when receiving, prioritizing, documenting, and dispatching emergency calls. 					
22. Crime Scene Investigation	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Describe the role and responsibilities of a Crime Scene Investigator (CSI). b. Describe the role of the first responder in securing, protecting, and documenting a crime scene. c. Identify elements of a crime scene and discuss the importance of securing, documenting, and processing the scene. d. Describe the use of photography, video, and digital documentation for various crime scene or incident types, such as death investigations, traffic collision investigations, and injury or liability situations. e. Identify and evaluate different types of physical, biological, trace, digital, and testimonial evidence when applicable. f. Explain the role forensic science plays in law enforcement investigations. g. Explain the history of forensic science. h. Describe the role of the crime laboratory and how laboratory analysis may support criminal investigations. i. Explain procedures for securing, examining, and preserving a crime scene. j. Demonstrate appropriate techniques for collecting, handling, documenting, and preserving evidence in a supervised instructional setting. k. Identify methods used to document a crime scene, including notes, sketches, photographs, video, measurements, and digital documentation when applicable. l. Explain or demonstrate the process of making a casting of impression evidence in a supervised instructional setting. m. Identify and evaluate trace evidence and explain procedures used to prevent contamination. n. Identify firearm-related evidence, such as cartridge cases, bullets, gunshot residue (GSR), 	<p>A2.5 A4.4 A6.0</p>	<p><u>1</u> <u>2</u> <u>5</u> <u>11</u></p>	<p><u>1</u> <u>2</u> <u>5</u> <u>11</u></p>	<p>LS 9-10 11-12.6 WS 11-12.7</p>	

and trajectory information. o. Explain procedures for collecting, packaging, labeling, and preserving physical evidence.					
23. Forensic Investigation and Physical Evidence	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Recognize information contained in an autopsy report and distinguish between cause of death and manner of death classifications, such as natural, accident, suicide, homicide, or undetermined.</p> <p>b. Distinguish among cause, manner, and mechanism of death and explain the importance of each in forensic investigation.</p> <p>c. Identify types of fingerprint impressions found at crime scenes, including latent, visible/patent, and plastic impressions.</p> <p>d. Describe when and how latent fingerprints may be processed at or from a crime scene.</p> <p>e. Describe procedures for discovering, recognizing, documenting, and examining physical evidence.</p> <p>f. Demonstrate proper procedures for collecting, marking, packaging, preserving, and identifying evidence in a supervised instructional setting.</p> <p>g. Describe general stages of human decomposition and their relevance to forensic investigation.</p> <p>h. Describe how environmental factors may influence decomposition and estimated time since death.</p> <p>i. Discuss automated fingerprint identification systems, including Cal-ID or other applicable biometric identification systems.</p> <p>j. Demonstrate or describe methods of developing fingerprints, such as fingerprint powder, ninhydrin, cyanoacrylate fuming, and forensic light source examination, in a supervised instructional setting.</p> <p>k. Use measurement, geometry, algebra, and/or trigonometry when appropriate to analyze and document physical evidence.</p>	A2.5 A2.9 A6.0	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
24. Criminal Justice Employment Opportunities and Career Preparation	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Research and evaluate federal, state, county, or municipal criminal justice and public safety occupations.</p> <p>b. Develop a professional career portfolio.</p> <p>c. Research a criminal justice or public safety profession using reliable career exploration tools, agency websites, and job-search resources.</p> <p>d. Describe the mission, purpose, and public safety role of the selected agency or department.</p> <p>e. Analyze the job description and typical duties of the selected occupation.</p> <p>f. Identify minimum qualifications, preferred qualifications, and required training or education.</p> <p>g. Outline hiring standards and selection requirements, such as background investigation,</p>	A1.12 A2.2	<u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 SLS 11-12.2 WS 11-12.7	

<p>physical ability expectations, medical or psychological screening, written communication skills, and training requirements when applicable.</p> <ul style="list-style-type: none">h. Explain how personal goals, values, skills, and interests align with the selected occupation and agency culture.i. Prepare a résumé.j. Prepare a cover letter.k. Identify appropriate sources and collect letters of recommendation.l. Prepare a list of appropriate personal and professional references.m. Compile relevant awards, certifications, training records, transcripts, and work-based learning documentation when applicable.					
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A-G Approved Key Assignments

1.	<p>Letter vs. Spirit of the Law: Students will explore and use the California Penal Code to demonstrate a working knowledge of the “letter of the law” and the “spirit of the law.” Students will prepare a five- to ten-minute media presentation for the class using both historical and current examples. Students will develop handouts, visual aids, and other presentation materials to support their analysis.</p> <p>This assignment will assist students in developing public speaking skills while deepening their understanding of legal interpretation, problem solving, and criminal justice concepts. Assessment should include length of presentation, knowledge of material, public speaking skills, problem-solving skills, use of reliable and scholarly resources, and the student’s ability to explain the relationship between the letter and spirit of the law.</p> <p><i>Unit(s) 7</i></p>
2.	<p>Law Enforcement Agencies: Through individual and group research, students will examine how law enforcement agencies have specialized responsibilities and how agencies work together within the criminal justice system. Students will develop a graphic organizer illustrating the chain of command and function of a specific law enforcement agency.</p> <p>Students will present a five- to ten-minute presentation on their assigned agency and answer questions from the student audience. The presentation should be assessed on depth of content, inclusion of at least three reliable resources, detail and accuracy of the graphic organizer, understanding of agency roles and responsibilities, and the presenter’s ability to answer audience questions accurately. <i>Unit(s) 8</i></p>
3.	<p>Consequences of Crime: Each student will be assigned an act to determine whether it is or is not a crime. Students will research their assigned act using news articles, Penal Code sections, and other reliable sources in order to make a decision about the criminality of the assigned act.</p> <p>Each student will present a detailed description of the assigned act, their determination of criminality, and evidence supporting their decision. Students will use this information to debate the decision, the prescribed punishment or legal consequence, and the supporting evidence. Students will be given a rubric to understand expectations for the presentation and debate. <i>Unit(s) 9, 10</i></p>
4.	<p>Cybercrime: In groups, students will develop a three- to five-page script based on cyberbullying, online harassment, or online exploitation-related issues. The script will include a minimum of three characters, such as a victim, suspect, witness, investigator, or other relevant role.</p> <p>Groups will role play the script for the class so students can analyze possible consequences for all parties involved in a cybercrime-related situation. This assignment will help students understand empathy, digital responsibility, legal considerations, and the extent of the law as it relates to internet-based crimes and digital safety. <i>Unit(s) 11</i></p>
5.	<p>Effects of Substance Use and Addiction: Students will learn about categories of controlled substances and their effects on vital signs and overall health using teacher-approved reference materials. Students will take and record vital signs, such as pulse, blood pressure, temperature, and respiration, using appropriate classroom equipment and procedures. Vital signs will be recorded and compared to normal baseline ranges established by medical or health-related reference sources.</p> <p>Students will research how selected categories of controlled substances may affect vital signs and health in the short term and long term. Students will also research and evaluate the effectiveness of one treatment, diversion, or recovery-support program for substance use or addiction and compare it to incarceration as a response to substance-related offenses. <i>Unit(s) 12</i></p>
6.	<p>Fingerprints: Each student will create a quality 10-print ink or digital fingerprint card, as appropriate for the instructional setting. Students will identify and label each fingerprint on the card, locate latent fingerprints, and use fingerprint powder or other classroom-approved methods to enhance prints for collection.</p> <p>Latent prints will be lifted using appropriate procedures and an evidence card will be produced and photographed. “Suspect” fingerprint cards will be used to support evidence collection, comparison, chain of custody, and evidence preservation. Students will use an unknown suspect print card</p>

	and attempt to match it with a known 10-print card using their knowledge of fingerprint patterns, minutiae, categorization, and comparison. <i>Unit(s) 15, 23</i>
7.	Crime Scene Investigation: Students will participate in a crime scene investigation simulation. An assigned leader will organize the team and assign specific duties to process the scene, document observations, collect evidence, and photograph or digitally document evidence when applicable. Students will produce a crime report and generate chain-of-custody documentation for evidence that may be used in court. Students will identify the applicable Penal Code section to support the discovered crime and explain how the evidence supports the investigation. This assignment will reinforce crime scene processing, evidence collection and preservation, documentation, teamwork, legal reasoning, and communication skills. <i>Unit(s) 15, 22, 23</i>
8.	If applicable: Students will complete a final exam based on articulation with the community college. The final exam may assess criminal justice concepts, terminology, applied skills, legal reasoning, evidence procedures, communication, and career readiness addressed throughout the course. <i>Unit(s) 1-24</i>

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 Services

A. Public Safety Pathway

- A1.12 *Compile a personal portfolio specific to the expectations for employment in a public safety career.*
- 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.*
- A2.5 *Analyze information to make prompt, effective, and appropriate decisions.*
- A2.7 *Apply critical-thinking skills to manage emergency response situations.*
- 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.*
- A4.0 *Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.*
- 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.*
- A4.4 *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.*
- 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.*
- A5.3 *Prepare a chart showing the organizational chain of command and other administrative systems to assign tasks and responsibilities for maximum effectiveness.*
- 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.*
- A6.3 *Become familiar with personal safety procedures to meet prescribed regulations and situations.*
- A6.4 *List the key elements of an action plan.*
- A6.6 *Demonstrate the techniques for restraining individuals without violating their individual rights or jeopardizing safety.*
- 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.*

- A7.0 *Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.*
- A7.6 *Describe the need for, and the responsibilities of, the following functions within the DOD: armored security, maritime security and welfare, air superiority, space operations, and cyber security.*
- A7.7 *Understand the role and structure of federal agencies and national organizations.*
- A8.0 *Demonstrate an understanding of the functions and career opportunities within the U.S. Department of Homeland Security (DHS).*
- A9.0 *Demonstrate an understanding of the functions of the U.S. Foreign Service.*

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.