



Regional Occupational Program

Communications Dispatcher PS 2026-2027

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 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 law enforcement communications, interpersonal communications, telephone and technology procedures, regulations and reports for missing persons, domestic violence, child abuse, elder and dependent adult abuse, hate crimes, community policing, and cultural diversity. This course also provides knowledge of radio technologies and map reading. The curriculum includes important 21st 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.

This course is aligned to public safety dispatcher career readiness and supports preparation for the POST Entry-Level Dispatcher Selection Test Battery, a pre-employment selection assessment used by many California law enforcement agencies and communication centers.

Course Information

Course Length: 1 Semester
 Prerequisite: None
 Course Level: Concentrator
 UC: No
 Articulated: No
 Industry Cert.: No
 Industry Sector: Public Services
 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 25/26 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, transferable 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. 		<u>2</u> <u>4</u> <u>5</u>	<u>2</u> <u>3</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u>

<ul style="list-style-type: none"> c. Discuss the importance of the critical thinking process to real-world applications. 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>7</u> <u>9</u> <u>10</u> <u>11</u>	<u>5</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>5c,d</u> <u>6c</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. 		<u>5</u> <u>7</u>	<u>3</u> <u>5</u>	<u>WS</u> <u>11-12.6</u>	<u>2a,b</u> <u>3a,b</u>

<ul style="list-style-type: none"> c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. 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>8</u> <u>12</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>11-12.7</u> <u>5c</u> <u>6c</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</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. 		<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>

<p>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</p> <p>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</p> <p>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</p>					
Communications Dispatcher Units of Instruction					
7. Criminal Justice System	CTE-PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of the history, structure, and function of the American legal system.</p> <p>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.</p> <p>c. Compare and contrast the structure and function of state and federal court systems; describe the interactions between the two court systems.</p> <p>d. Compare and contrast the characteristics of criminal and civil law and the role of law enforcement in each.</p>	<p>A2.1</p> <p>A5.0</p> <p>A5.1</p> <p>A5.2</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p> <p><u>12</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>	
8. Communications Dispatcher Qualifications	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of the qualifications, selection process, and requirements for a career as a public safety dispatcher.</p> <p>b. Recognize that dispatchers work under stressful situations and must be able to effectively prioritize situations and make decisions based on the information received.</p> <p>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.</p> <p>d. Describe special requirements for employment, such as background investigation, polygraph examination when required, psychological or medical evaluation when required, and applicable criminal history standards.</p> <p>e. Describe the purpose and function of a polygraph examination or other background investigation tools used during the dispatcher selection process.</p>	<p>A1.0</p> <p>A1.2</p> <p>A1.3</p> <p>A1.4</p> <p>A1.7</p> <p>A1.8</p> <p>A3.0</p> <p>A3.1</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p> <p><u>12</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>	
9. Introduction to Law	CTE - PS	CRP	CTE - AS	CCSS	ISTE

<p>a. Demonstrate knowledge of the local, state, and federal court system structure.</p> <p>b. Demonstrate knowledge of the history, evolution, principles, and contemporary applications of criminal law.</p> <p>c. Identify the major components of the criminal justice system.</p> <p>d. Explain courtroom procedures in relation to the court officers, jury, and witnesses.</p> <p>e. Explain strategies used by the prosecution and the defense with regard to courtroom testimony.</p> <p>f. Discuss laws pertaining to concealed weapons, loaded firearms, prohibited weapons, and self-defense devices when applicable.</p> <p>g. Differentiate between the <i>spirit of the law</i> and the <i>letter of the law</i>.</p> <p>h. Explain the differences between a felony, misdemeanor, and an infraction.</p> <p>i. Discuss classification of crimes, parties to crimes, elements of crimes, and matters of criminal responsibility.</p> <p>j. Discuss the different kinds and degrees of evidence, and the rules governing admissibility of evidence in court.</p> <p>k. Discuss arrest, search, and seizure laws, and exclusionary and statutory rules of evidence.</p>	<p>A2.0</p> <p>A2.2</p> <p>A2.3</p> <p>A2.4</p> <p>A2.8</p> <p>A5.0</p> <p>A5.1</p> <p>A5.2</p> <p>A7.7</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p> <p><u>12</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. Telecommunications Procedures</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate knowledge of how to appropriately process, prioritize, and collect needed information from service and emergency calls.</p> <p>b. Explain proper interviewing techniques for primary and secondary questions when gathering information from callers, victims, witnesses, or allied agency personnel.</p> <p>c. Discuss techniques for defusing hostile situations and communicating with diverse or special populations.</p> <p>d. Describe processes and procedures for monitoring and responding to alarms, voice-activated alarms, workstations, alerting systems, and surveillance or notification systems.</p> <p>e. Identify and describe the use of required routing and reporting documents.</p> <p>f. Identify emergency and non-emergency procedures and liability considerations for advising citizens to take action.</p> <p>g. Discuss the purpose and appropriate use of the phonetic alphabet.</p> <p>h. Explain the Public Safety Answering Point (PSAP) and its role in supporting people, organizations, and agencies in emergency and crisis situations.</p> <p>i. Explain 9-1-1 and other N-1-1 systems and telephone technology used in public safety dispatch.</p>	<p>A2.5</p> <p>A2.6</p> <p>A2.7</p> <p>A2.9</p> <p>A4.0</p> <p>A4.1</p> <p>A4.2</p> <p>A4.3</p> <p>A4.4</p> <p>A4.5</p> <p>A4.7</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p> <p><u>12</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. Missing Persons</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>

<p>a. Demonstrate knowledge of pertinent California and federal laws governing the receipt, documentation, and handling of missing person reports.</p> <p>b. Identify the background and legislative intent underlying missing person laws and regulations, missing person definitions, and related Penal Code statutes.</p> <p>c. Discuss different classifications of missing persons, such as missing children, at-risk adults, voluntary missing adults, family abductions, nonfamily abductions, repeat missing persons, and persons missing involuntarily, lost, or injured.</p> <p>d. Explain the role of dispatchers and other public safety professionals in missing persons cases.</p> <p>e. Categorize the statutory requirements associated with law enforcement’s response to reports of missing children and adults.</p>	A2.5 A2.9 A5.0 A5.1	<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	
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12. Domestic Violence	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge of domestic violence laws, legal definitions and terminology, and law enforcement’s role and responsibility to respond to, investigate, and help resolve domestic violence calls.</p> <p>b. Discuss Penal Code sections related to domestic violence issues, including law enforcement’s responsibilities in domestic violence investigations.</p> <p>c. Identify referral agencies and resources for domestic violence victims, including screening, shelters, advocacy, and support services.</p> <p>d. Describe the nature and dynamics of domestic violence, including physical, psychological, emotional, sexual, social, and financial abuse.</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 9-1-1 calls, recordings, and transcripts may be introduced as courtroom testimony.</p>	A2.5 A2.9 A5.0 A5.1	<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>	LS 9-10 11-12.6 SLS 9-10 11-12.1 11-12.1d WS 11-12.7	
13. Community Policing, Cultural Diversity, Hate Crimes, and Gang Awareness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of gangs in society, including recruitment, group identity, criminal activity, prevention, intervention, and current law enforcement response strategies.</p> <p>b. Demonstrate knowledge of community policing and how proactive partnerships between community members, public agencies, and private organizations support public safety.</p> <p>c. 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.</p>	A2.5 A2.9 A6.0 A6.10	<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>	LS 9-10 11-12.6 SLS 11-12.1d WS 11-12.7	

<p>d. Discuss various types of gangs and criminal groups, such as street gangs, prison gangs, transnational criminal organizations, and extremist or ideologically motivated groups, and explain factors that may contribute to gang involvement.</p> <p>e. Explain strategies and techniques for professionally and effectively handling calls when there is a language, cultural, disability-related, or communication barrier.</p>					
<p>14. Child, Elder, and Dependent Adult Abuse</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate basic understanding of child, elder, and dependent adult abuse laws, protections, and reporting responsibilities.</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 and dependent adult abuse, related statistics, 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>	<p>A2.5 A5.0 A5.1</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>15. Law Enforcement Telecommunications and Information Systems</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate working knowledge of various law enforcement telecommunications and information systems.</p> <p>b. Identify procedures for making inquiries, cross-referencing information, and using authorized systems such as CLETS, CJIS, NCIC, Nlets, DMV, and other applicable law enforcement information systems.</p> <p>c. Identify and describe information systems directly accessible to California law enforcement and public safety agencies.</p> <p>d. Describe state laws, agency policies, and security requirements for obtaining, verifying, accessing, and disseminating law enforcement telecommunications information.</p> <p>e. Discuss data collection and record maintenance in law enforcement information systems.</p>	<p>A4.0 A4.4 A5.0 A5.1</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>	
<p>16. Radio Technology, Procedures, and Dispatch Communication</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate knowledge of proper communication skills when interacting with the public.</p> <p>b. Discuss current and emerging technologies used within law enforcement and public safety agencies.</p> <p>c. Explain the use of body-worn cameras, mobile data terminals, records systems, and other field technologies used by law enforcement or public safety personnel.</p> <p>d. Discuss professional mindset, active listening, and safety awareness when receiving emergency or high-stress calls.</p> <p>e. Identify and explain proper radio communication procedures, including clarity, brevity, professionalism, and applicable agency codes or plain-language protocols.</p> <p>f. Identify and discuss procedures and protocols used when dispatching emergency calls.</p>	<p>A2.5 A2.7 A4.0 A4.4</p>	<p><u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>11</u></p>	<p><u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>11</u></p>	<p>LS 9-10 11-12.6 SLS 11-12.1d WS 11-12.6 11-12.7</p>	

17. Critical Incidents and Emergency Management	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of dispatch procedures, roles, and resources available for critical incidents. b. Discuss critical incidents and the dispatcher’s role in natural disasters, intentional acts, and other emergency situations. c. Identify various critical incidents and related resource materials, protocols, and dispatcher guides. d. Describe the role of the dispatcher in critical incidents, natural disasters, and emergency management. e. Identify and describe procedures used to activate emergency management systems or emergency response protocols. 	A2.7 A6.1 A6.2 A6.8 A8.8	<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>	LS 9-10 11-12.6 WS 11-12.7	
18. Map Reading and Navigation Technology	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of a variety of sources, including maps, electronic devices, GPS, and digital mapping tools, used to locate a specific address or location. b. Explain how to locate addresses using street signs, block numbering, cross streets, and other location identifiers. c. Accurately provide written or verbal directions to various locations using maps, digital mapping tools, and location information. d. Demonstrate or explain how to use digital mapping applications, computer-aided mapping tools, and GPS devices. 	A4.4	<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	

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.