



# Regional Occupational Program

## Community Service Officer (CSO)

### 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 non-sworn (civilian) Community Service Officers. CSOs perform a variety of paraprofessional, administrative, staff, and support services for police departments and public safety agencies. You will learn the history, purpose, and structure of the American legal system as well as the major issues facing law enforcement today. You will gain practical experience in law enforcement communications, public education, crime prevention techniques, fundamentals of report writing, victimology, and procedures related to evidence collection methods. The curriculum for this course includes very important 21<sup>st</sup> century job skills, such as effective communication, critical thinking, creativity, and collaboration that have been identified as foundational to success at school and at work.

#### Course Information

Course Length:	1 Semester
Prerequisite:	None
Course Level:	Concentrator
UC:	No
Articulated:	No
Industry Cert.:	No
Industry Sector:	Public Services
Pathway:	Public Safety
CALPADS:	8411

#### O\*Net SOC Codes

33-9011	Animal Control Workers
33-9091	Crossing Guards and Flaggers
33-9032	Security Guards
43-5031	Public Safety Telecommunicators

#### 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](#)

## Community Service Officer Occupations

### 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"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u>  <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> </ol>		<u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>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"> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>		<u>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>
<b>3. Leaders and Teams: Roles and Responsibilities</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
<b>4. Legal, Ethical, and Environmental Considerations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate industry-specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry-specific practices and resources.</b></li> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> </ul>		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

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

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

**Community Service Officer Units of Instruction**

<b>7. History of Law Enforcement</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. <b>Demonstrate understanding of the history, structure, and function of the American legal system.</b>	<a href="#">A2.0</a>	<u>1</u>	<u>1</u>	<a href="#">LS</a>	
	<a href="#">A2.1</a>	<u>2</u>	<u>2</u>	<a href="#">9-10</a>	
b. Describe how past and present legislation has positively and negatively impacted law enforcement agencies.	<a href="#">A5.0</a>	<u>5</u>	<u>5</u>	<a href="#">11-12.6</a>	
	<a href="#">A5.1</a>	<u>11</u>	<u>11</u>	<a href="#">WS</a>	
c. Explain the historical development of local, state, and national law enforcement agencies and the inter-agency relationships.	<a href="#">A5.2</a>			<a href="#">11-12.7</a>	
	<a href="#">A5.3</a>				
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.					
<b>8. Criminal Law</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. <b>Demonstrate knowledge of the local, state, and federal court system structure.</b>	<a href="#">A1.1</a>	<u>1</u>	<u>1</u>	<a href="#">LS</a>	
b. <b>Demonstrate knowledge of the history, evolution, principles, and contemporary applications of criminal law.</b>	<a href="#">A1.2</a>	<u>2</u>	<u>2</u>	<a href="#">9-10</a>	
	<a href="#">A1.4</a>	<u>5</u>	<u>5</u>	<a href="#">11-12.6</a>	
c. Identify the major components of the criminal justice system.	<a href="#">A1.5</a>	<u>11</u>	<u>11</u>	<a href="#">WS</a>	
d. Explain courtroom procedures in relation to the court officers, jury, and witnesses.	<a href="#">A1.10</a>			<a href="#">11-12.7</a>	
e. Explain strategies used by the prosecution and the defense with regard to courtroom testimony.	<a href="#">A2.1</a>				
	<a href="#">A2.2</a>				
f. Differentiate between the spirit of the law and the letter of the law.	<a href="#">A2.3</a>				
g. Explain the differences between a felony, misdemeanor, and an infraction.					

<ul style="list-style-type: none"> <li>h. Discuss classification of crimes, parties to crimes, elements of crimes, and matters of criminal responsibility.</li> <li>i. Discuss the different kinds and degrees of evidence, and the rules governing admissibility of evidence in court.</li> </ul>					
<b>9. Crimes Against Property</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate understanding of different types of crimes against property and related legal consequences.</b></li> <li>b. Describe burglary, arson, theft, and related legal consequences.</li> <li>c. Explain shoplifting, organized retail theft concepts, receiving stolen property, and related legal consequences.</li> <li>d. Identify crimes related to forgery, false identification, identity theft, fraud, and related legal consequences.</li> <li>e. Define vandalism and destruction of property and related legal consequences.</li> </ul>	<a href="#">A2.5</a> <a href="#">A2.9</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a> <a href="#">WS</a> <a href="#">11-12.7</a>	
<b>10. Cybercrime and Digital Safety</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate understanding of internet-based crimes, cybercrime, digital evidence, how these crimes may be investigated, and how they are handled in the court system.</b></li> <li>b. Describe internet-based crimes and their relationship to threats, hate crimes, fraud, theft, identity theft, harassment, exploitation, and other criminal activity.</li> <li>c. Explain cyberstalking, cyberbullying, online harassment, online exploitation, and related legal considerations under applicable laws.</li> <li>d. Identify and describe internet-based crimes involving minors, including child exploitation, sexting-related legal issues, online enticement, and digital victimization.</li> <li>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.</li> </ul>	<a href="#">A2.5</a> <a href="#">A2.9</a> <a href="#">A7.0</a> <a href="#">A7.6</a>	<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>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a> <a href="#">WS</a> <a href="#">11-12.7</a>	
<b>11. Traffic Law Enforcement</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of traffic law enforcement support, traffic safety, and the rules of the road.</b></li> <li>b. Explain laws and regulations related to impaired driving, including alcohol, drugs, applicable legal thresholds, and related public safety concerns.</li> <li>c. Discuss legal consequences and public safety impacts related to Driving Under the Influence (DUI).</li> <li>d. Explain parking enforcement laws and regulations, including posted regulations, permits or decals, accessible parking requirements, and related documentation procedures.</li> </ul>	<a href="#">A2.5</a> <a href="#">A5.0</a> <a href="#">A6.3</a> <a href="#">A6.1</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a> <a href="#">WS</a> <a href="#">11-12.7</a>	

	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<b>12. Crime Prevention</b>					
a. <b>Demonstrate understanding of the historical, philosophical, and practical dimensions of community policing and the importance of building partnerships between the community, law enforcement, and public safety agencies.</b>	<a href="#">A2.2</a> <a href="#">A2.5</a> <a href="#">A2.6</a>	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
b. Discuss the history of community policing and explain key components of community policing, including community input, collaborative problem solving, and public engagement.	<a href="#">A2.7</a> <a href="#">A2.9</a>	<u>11</u>	<u>11</u>	<a href="#">WS</a> <a href="#">11-12.7</a>	
c. Explain effective crime prevention strategies, such as Neighborhood Watch programs, public education, environmental design, and community partnerships.					
d. Discuss California law related to domestic violence, applicable relationships, and factors used to distinguish domestic violence from other disputes.					
e. Describe the role of civilian security services and non-sworn personnel within the law enforcement and public safety community.					
<b>13. Community Relations and Interagency Cooperation</b>					
a. <b>Demonstrate an understanding of the importance of community relations and the roles and responsibilities of law enforcement and non-sworn public safety personnel in that capacity.</b>	<a href="#">A4.0</a> <a href="#">A4.2</a> <a href="#">A4.5</a>	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
b. Identify major influences and community expectations that affect attitudes and perceptions of law enforcement and public safety personnel within a community.		<u>11</u> <u>12</u>	<u>11</u>	<a href="#">WS</a> <a href="#">11-12.7</a>	
c. Discuss the impact of cultural diversity within the community and the importance of cultural awareness, sensitivity, and professionalism when public safety personnel interact with community members.					
d. Describe criteria used by the community to evaluate law enforcement agencies and public safety personnel.					
e. Identify effective strategies public safety personnel may use when encountering negative perceptions, stereotypes, or mistrust of law enforcement.					
f. Recognize the benefits of positive public relations and community trust within the community.					
g. Explain the principles of emergency communications management and the importance of technological interoperability for information sharing among public safety agencies.					
<b>14. Professionalism and Ethical Conduct</b>					
a. <b>Describe the responsibilities and duties of different law enforcement agencies and public safety personnel within the criminal justice system.</b>	<a href="#">A1.0</a> <a href="#">A1.2</a> <a href="#">A1.4</a> <a href="#">A1.5</a> <a href="#">A1.10</a>	<u>1</u> <u>2</u> <u>5</u> <u>7</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>7</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a> <a href="#">WS</a> <a href="#">11-12.7</a>	
b. Explain the importance of personal character attributes, such as integrity, honesty, dependability, professionalism, and confidentiality within law enforcement and public safety professions.					

<ul style="list-style-type: none"> <li>c. Discuss codes of ethics and their relationship to law enforcement and public safety professions.</li> <li>d. Describe ethical and unethical behaviors related to law enforcement, public safety, and community service roles.</li> <li>e. Describe the role of public safety agencies in prevention, security, cybersecurity, emergency preparedness, and response to emergencies and disasters.</li> <li>f. Explain the public safety agency's role in saving lives, protecting life and property, reducing vulnerability of critical infrastructure, identifying key resources, and maintaining order.</li> <li>g. Recognize issues pertinent to policing and other public safety occupations, including accountability, ethical conduct, jurisdiction, and civil rights.</li> </ul>	<a href="#">A2.0</a> <a href="#">A2.1</a> <a href="#">A2.2</a> <a href="#">A2.3</a>			<a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a>	
<b>15. Victimology</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate an understanding of how changes in the criminal justice system have impacted the role and rights of victims in the legal process.</b></li> <li>b. Compare how law enforcement, court personnel, crime victims, and individuals convicted of crimes may be involved in the victimization and justice process.</li> <li>c. Discuss how juvenile victimization may differ from adult victimization.</li> <li>d. Explain the definition of victimology.</li> <li>e. Define the role of victimology professionals and victim-services personnel.</li> <li>f. Explain the role restorative justice may play within the American criminal justice system.</li> <li>g. Discuss the legal rights of victims.</li> <li>h. Explain the relationship between victims, offenders, and the circumstances of victimization.</li> <li>i. Recognize the role of the National Crime Victimization Survey (NCVS) in measuring and reporting crime victimization.</li> <li>j. Identify the risks of victimization.</li> <li>k. Locate victim service programs and resources at the local, county, state, and federal levels, such as victim advocacy organizations, law enforcement victim-services units, and juvenile justice resources.</li> <li>l. Contrast child maltreatment, school crime victimization, cyberbullying, and other forms of youth victimization.</li> <li>m. Compare adult and juvenile victimization, including violent crime, self-harm concerns, sexual assault, exploitation, and other forms of victimization.</li> <li>n. Explain the purpose of National Child Abuse Prevention Month and National Crime Victims' Rights Week.</li> </ul>	<a href="#">A2.8</a> <a href="#">A2.9</a> <a href="#">A5.1</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a> <a href="#">WS</a> <a href="#">11-12.7</a>	
<b>16. Evidence</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of evidence collection, preservation, documentation, crime scene processing, investigation support, and evidence exclusions.</b></li> <li>b. Explain how first responders and public safety personnel can impact the evidence-gathering process.</li> </ul>	<a href="#">A6.8</a> <a href="#">A6.10</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a> <a href="#">WS</a>	

<ul style="list-style-type: none"> <li>c. Explain basic procedures for collecting biological or DNA evidence and submitting evidence to a crime laboratory in accordance with agency protocols.</li> <li>d. Differentiate between types of biological evidence in criminal cases and explain the significance of each as evidence.</li> <li>e. Explain systems used by law enforcement and public safety agencies for storage, tracking, retrieval, and release of evidence and property.</li> <li>f. Discuss processes used to categorize, log, retain, release, and dispose of evidence or property related to criminal and non-criminal cases.</li> <li>g. Accurately distinguish between direct and circumstantial evidence.</li> <li>h. Describe chain of custody and explain its importance in maintaining evidence integrity.</li> </ul>				<a href="#">11-12.7</a>	
<b>17. Crime Scene Investigation</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of forensic science and its importance from crime scene processing through adjudication.</b></li> <li>b. Define the roles of first responders, crime scene investigators, and support personnel at a crime scene.</li> <li>c. Identify elements of a crime scene and discuss the importance of securing, documenting, and processing the crime scene.</li> <li>d. Describe the use of photography and video documentation for different types of scenes, such as death investigations, traffic collisions, and injury or liability situations.</li> <li>e. Identify and evaluate different types of evidence.</li> <li>f. Explain the role forensic science plays in law enforcement investigations.</li> <li>g. Explain the history of forensic science.</li> <li>h. Describe the role of the crime laboratory.</li> <li>i. Explain procedures for securing and examining a crime scene in accordance with agency protocols.</li> <li>j. Demonstrate proper techniques for collecting, handling, documenting, and preserving evidence.</li> <li>k. Identify the methods by which a crime scene is documented.</li> <li>l. Explain the process of making casts of impression evidence when appropriate.</li> <li>m. Identify and evaluate trace evidence.</li> <li>n. Identify firearm-related evidence, such as cartridge cases, bullets, gunshot residue (GSR), and trajectory information.</li> <li>o. Explain the process of collecting, packaging, labeling, and preserving physical evidence.</li> </ul>	<a href="#">A2.5</a> <a href="#">A4.4</a> <a href="#">A6.0</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a> <a href="#">WS</a> <a href="#">11-12.7</a>	
<b>18. Forensic Investigation and Physical Evidence</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate basic knowledge of forensic investigation and proper procedures for handling, collecting, processing, documenting, and storing physical evidence.</b></li> <li>b. Distinguish the differences among cause, manner, and mechanism of death.</li> </ul>	<a href="#">A2.5</a> <a href="#">A2.9</a> <a href="#">A6.0</a>	<u>1</u> <u>2</u> <u>4</u>	<u>1</u> <u>2</u> <u>4</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	

<ul style="list-style-type: none"> <li>c. Recognize information contained in an autopsy report related to cause and manner of death, such as natural, accidental, suicide, homicide, or undetermined classifications.</li> <li>d. Identify common types of fingerprints or impressions found at crime scenes, such as latent, visible, and plastic impressions.</li> <li>e. Describe how and when latent fingerprints may be processed at or from a crime scene.</li> <li>f. Describe procedures for discovering, recognizing, documenting, and examining evidence.</li> <li>g. Demonstrate proper procedures for collecting, marking, preserving, identifying, and documenting evidence.</li> <li>h. Describe stages of human decomposition as related to death investigation.</li> <li>i. Describe how environmental factors may influence estimated time since death.</li> <li>j. Discuss automated fingerprint identification systems, including Cal-ID when applicable.</li> <li>k. Demonstrate or describe methods of developing or obtaining fingerprints, such as fingerprint powder, ninhydrin, cyanoacrylate fuming, and forensic light source examination.</li> <li>l. Use measurement, geometry, algebra, and/or trigonometry where appropriate in investigations of physical evidence.</li> </ul>		<u>5</u> <u>11</u>	<u>5</u> <u>11</u>	<u>WS</u> <u>11-12.7</u>	
<b>19. Fingerprinting</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of fingerprint technology, fingerprinting techniques, history, and applications within the criminal justice system.</b></li> <li>b. Describe proper collection, processing, documentation, preservation, and analysis of fingerprint evidence.</li> <li>c. Discuss how fingerprints are classified using traditional fingerprint pattern and Galton-based identification concepts.</li> <li>d. Describe the process used to produce an acceptable set of rolled fingerprints and explain the process for developing latent prints.</li> <li>e. Explain fingerprint pattern types, classification methods, and filing or database search concepts.</li> <li>f. Evaluate fingerprints for minutiae and other identifying characteristics.</li> <li>g. Identify technologies used in fingerprint processing and analysis, and describe chemical enhancement, digital capture, AFIS preparation, and AFIS usage.</li> </ul>	<u>A6.0</u> <u>A6.1</u> <u>A6.10</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u>	
<b>20. Note Taking and Documentation</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate understanding of proper note taking and describe the relationship between notes, documentation, and report development.</b></li> <li>b. Discuss the purpose and timeline for field notes and explain note-taking processes that differentiate between fact, opinion, and conclusion.</li> <li>c. Demonstrate the use of note-taking techniques to gather, organize, and preserve information.</li> </ul>	<u>A4.3</u> <u>A4.6</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u>	

<ul style="list-style-type: none"> <li>d. Demonstrate proper procedures for filing, referencing, and maintaining notes in accordance with agency protocols.</li> <li>e. Demonstrate appropriate use of resource materials, such as dictionaries, procedural manuals, agency guides, and digital references, to ensure documentation and report accuracy.</li> </ul>					
<b>21. Report Writing</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate the ability to organize information, select clear and concrete language, and convey accurate information in a written report.</b></li> <li>b. Identify the primary questions that must be answered when completing an investigative or incident report.</li> <li>c. Differentiate between categorical, narrative, and other agency-approved forms of report writing.</li> <li>d. Demonstrate the ability to use clear, objective, and concrete language that accurately conveys information to the reader.</li> <li>e. Explain the importance of proofreading reports and distinguish between reviewing for content, accuracy, completeness, and writing mechanics.</li> </ul>	<a href="#">A4.0</a> <a href="#">A4.7</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a> <a href="#">WS</a> <a href="#">11-12.7</a>	
<b>22. Specialized Communication Skills</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of proper communication skills when interacting with the public.</b></li> <li>b. <b>Demonstrate how computers, records systems, communication tools, and other technologies are utilized by criminal justice and public safety agencies.</b></li> <li>c. Discuss how cultural awareness, professionalism, and sensitivity influence communication effectiveness.</li> <li>d. Practice conflict resolution and de-escalation skills for hostile, volatile, or high-stress situations.</li> <li>e. Interpret nonverbal communication and practice appropriate response techniques to support safe and effective communication.</li> <li>f. Discuss current and emerging technologies used within criminal justice and public safety agencies.</li> <li>g. Explain the use of mobile data terminals, records systems, body-worn cameras, and other field technologies used by law enforcement or public safety personnel.</li> <li>h. Discuss procedures for communicating during high-risk calls or high-stress public safety situations.</li> <li>i. Discuss professional mindset, active listening, and safety awareness when receiving emergency or high-stress calls.</li> </ul>	<a href="#">A4.2</a> <a href="#">A4.4</a> <a href="#">A6.0</a> <a href="#">A6.1</a> <a href="#">A6.10</a>	<u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	

## **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

#### 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.*
- A1.1 *State the major types of occupations found in the Public Safety Pathway and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information.*
- 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.*
- A1.4 *Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.*
- A1.5 *Demonstrate strategies and requirements for individuals and organizations to employ to respond to unethical and illegal actions in a variety of workplace situations.*
- A1.10 *Understand how loyalty, duty, honor, integrity, selfless service, and personal courage play an important role in many 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.*
- A2.5 *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.*
- 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.*
- A4.3 *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.*
- A4.6 *Narrate a sequence of events consistent with agency reporting formats.*
- 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.*
- 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.*
- A6.8 *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.*

## 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.*