

**CTE Standards Unpacking**  
**Introduction to Law and Public Safety 1**

**Course:** Introduction to Law and Public Safety 1

**Course Description:** Introduction to Law and Public Safety 1 is designed to give the student exposure to skills and knowledge recognized as critical for success in careers in legal services, corrections/law enforcement/security and protective services, and fire management/emergency medical services. Topics to be addressed in Introduction to Law and Public Safety 1 include: career options, lifestyle behaviors, social issues, state and local government, foundations of law, human relations, interpersonal communications, and technical writing.

**Career Cluster:** Law and Public Safety

**Prerequisites:** None

**Program of Study Application:** Introduction to Law and Public Safety 1 is the first pathway course in the law and public safety program of study. The course is preceded by the series of foundation courses and followed by Introduction to Law and Public Safety 2, advance studies through dual credit options, and a capstone course.

<b>INDICATOR #LPS 1: Identify career opportunity in the law and public safety fields.</b>		
<b>SUB-INDICATOR 1.1 (Webb Level: 1):</b> Explore career paths open for people with legal degrees		
<b>SUB-INDICATOR 1.2 (Webb Level: 1):</b> Explore career paths in the paralegal fields		
<b>SUB-INDICATOR 1.3 (Webb Level: 1):</b> Explore career paths in law enforcement and corrections		
<b>SUB-INDICATOR 1.4 (Webb Level: 1):</b> Explore career paths in security and protective services		
<b>SUB-INDICATOR 1.5 (Webb Level: 1):</b> Explore career paths in fire management and Emergency Medical Services (EMS)		
<b>Knowledge (Factual):</b> -Law and public safety pathways  -Career opportunities associated with each pathway  -Employment entities associated with each career	<b>Understand (Conceptual):</b> -Understand the requirements associated with entry to careers along with the responsibilities that are associated with each career path	<b>Skills (Application):</b> -Research, analyze, and summarize career opportunities
<b>Benchmarks</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>Evaluate closely related careers</li> </ul>		

- Research and evaluate a career path that aligns with students' career interests

***Academic Connections***

<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7. 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>-Read two professional journal article and use to write a research paper on a career using an APA citation to credit sources</p> <p>-Read two professional journal articles and write a compare and contrast paper on two careers of interest using APA citation to credit sources</p> <p>-Present an oral report on a career</p>
--	---

***INDICATOR #LPS 2: Analyze qualifications for careers in law and public safety***

***SUB-INDICATOR 2.1 (Webb Level: 1):*** Identify entry level educational standards for careers in law and public safety

***SUB-INDICATOR 2.2 (Webb Level: 2):*** Compare and contrast the processes of hiring associated with the different career paths in law and public safety

***SUB-INDICATOR 2.3 (Webb Level: 2):*** Identify different physical standards associated with career paths in law and public safety

<p><b>Knowledge (Factual):</b> -Define key vocabulary</p>	<p><b>Understand (Conceptual):</b> -Hiring processes vary from agency to agency</p>	<p><b>Skills (Application):</b> -Summarize qualifications for careers</p>
---	---	---

<p>-Knowledge of the qualifications for the careers of different agencies</p> <p>-Knowledge of the qualifications for the careers in different states</p> <p>-Vocabulary: criminal history, charged conviction, arrest, misdemeanor, felony, background check, work history, reference, developed reference, financial history, health, psychological history, polygraph, civil service hiring process</p>	<p>-There are lasting implications for illegal activities</p> <p>-Juvenile records do apply to this career path</p> <p>-Certain careers still have moral guidelines even if the activity is legal (ex. Smoking marijuana is legal in Colorado, but doing so may disqualify applicant from employment)</p> <p>-It is essential to be honest on applications</p> <p>-References should be people who know the individual on a professional level</p>	<p>of interest</p> <p>-Compare and contrast qualifications for careers</p> <p>-Research program and college entrance requirements</p> <p>-Research hiring processes of agencies</p>
<p><b>Benchmarks</b></p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Define accurately basic meanings of key terminology</li> <li>• Describe hiring process including physical fitness standards</li> <li>• Describe qualifications for program entrance</li> <li>• Analyze and complete job application related to this career cluster</li> </ul>		
<p><b><i>Academic Connections</i></b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>-Research a job opening and complete job application related to this career cluster</p> <p>-Research programs and complete program application</p> <p>-Construct a resume</p>	

<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
---	--

**INDICATOR #LPS 3: Recognize Career Development and Specialization**

**SUB-INDICATOR 3.1 (Webb Level: 2):** Identify career advancement potential for each of the career paths

**SUB-INDICATOR 3.2 (Webb Level: 1):** Recognize the types of specialized opportunities within each career path

<p><b>Knowledge (Factual):</b>          -Academic requirements for professional advancement           -Experience requirements for professional advancement</p>	<p><b>Understand (Conceptual):</b>          -Different career paths are available based on one’s current academic level.           -Advancement in some careers is based on continuing education.           -Advancement in some careers is based on previous career experience and overall years of experience.</p>	<p><b>Skills (Application):</b>          -Research career advancement opportunities           -Research career advancement requirements</p>
---	--	---

**Benchmarks**  
*Students will be assessed on their ability to:*

- Identify academic requirements for careers
- Identify experience requirements for careers

**Academic Connections**

<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>          W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.           W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b>          -Focusing on career advancement, interview 2-3 professionals in this career cluster who are at various levels in their career. Synthesize information into written or oral presentation.           -Research a professional biography of an individual in this career cluster focusing on career advancement. Assessment</p>
---	--

<p>effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>could be written or oral. Synthesize information into written or oral presentation.</p> <p>-Develop a 5- year and 10- year personalize learning plan related to this career cluster</p>
---	--

**INDICATOR #LPS 4: Identify, summarize, and analyze the intricacies that are included in lifestyle behaviors.**

**SUB-INDICATOR 4.1 (Webb Level: 3):** Analyze roles of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples.

**SUB-INDICATOR 4.2 (Webb Level: 3):** Identify and analyze the top six factors that influence a person's mental health.

**SUB-INDICATOR 4.3 (Webb Level: 3):** Synthesize the lifestyle expectations of those in law and public safety careers

<b>Knowledge (Factual):</b>	<b>Understand (Conceptual):</b>	<b>Skills (Application):</b>
<ul style="list-style-type: none"> <li>-Definitions of key terminology</li> <li>-Identification of variety of psychological assessments</li> <li>-Knowledge of the factors that influence a person’s mental health</li> <li>-Knowledge of norms, role expectations, income, time, and personal commitment related to careers</li> <li>-Knowledge of how personal lifestyle choices off-duty and social media choices impact success in</li> </ul>	<ul style="list-style-type: none"> <li>-A variety of psychological assessments are used to determine if one is mentally prepared for the career.</li> <li>-Multiple factors influence a person’s mental health.</li> <li>-Professionals must be prepared to work with individuals in various emotional states.</li> <li>-Career choices will impact earning potential and time commitments.</li> <li>-Present lifestyle and social media choices will impact success in career.</li> </ul>	<ul style="list-style-type: none"> <li>-Research psychological assessments</li> <li>-Analyze how mental health factors influence a person’s emotional well-being</li> <li>-Explore responsible social media use</li> <li>-Identify sources of support and coping techniques</li> <li>-Synthesize how earning potential would influence lifestyle choices, including financial decisions</li> </ul>

careers		
<b>Benchmarks</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>• Define accurately basic meanings of key terminology given</li> <li>• List and describe psychological assessments</li> <li>• List factors that affect mental health</li> <li>• Construct a personal coping plan</li> </ul>		
<b>Academic Connections</b>		
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>  L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>Sample Performance Task Aligned to the Academic Standard(s):</b> - Construct a 5-year and 10-year personal wellness plan  - Write a professional mission statement/objective  - Synthesize a presentation on the effects of irresponsible social media use or substance abuse. Format an APA citation for source.	

<b>INDICATOR #LPS 5: Research social issues that impact law and public safety careers.</b>		
<b>SUB-INDICATOR 5.1 (Webb Level: 2):</b> Research prominent deviant behaviors within our society that may involve law enforcement.		
<b>SUB-INDICATOR 5.2 (Webb Level: 2):</b> Research criminal behavior within our society		
<b>SUB-INDICATOR 5.3 (Webb Level: 3):</b> Analyze the role of poverty in people and/or their families and the impact of poverty on personal and behavioral choices.		
<b>Knowledge (Factual):</b> -Definitions of key terminology	<b>Understand (Conceptual):</b> -Professionals need to understand they are under a “microscope” and hold	<b>Skills (Application):</b> -Use scholarly journals to research legal cases and news reports on deviant

<p>-Identification of deviant behaviors involving this career cluster</p> <p>-Identification of criminal behavior of society</p> <p>-Knowledge of circumstances of socioeconomic status including poverty line, unemployment requirements, and welfare</p> <p>-Awareness of discretionary practices</p> <p>-Knowledge of privacy laws</p>	<p>themselves to a high moral standard.</p> <p>-Resources are available to help individuals in need who qualify.</p> <p>-Professionals need to have empathetic skills and be able to adapt to a variety of situations and circumstances.</p> <p>-Discretionary practices may be utilized by professionals when working with individual of various circumstances.</p> <p>-Privacy laws are in place when working with individuals.</p>	<p>and criminal behavior</p> <p>-Use scholarly journals to research the impact of poverty on personal and behavior choices</p> <p>-Analyze and interpret visual data and statistics</p>
---	---	---

**Benchmarks**

*Students will be assessed on their ability to:*

- Define accurately basic meanings of key terminology given
- Identify socioeconomic factors leading to deviant and criminal behavior
- Interpret data and statistics related to socioeconomic factors

***Academic Connections***

**ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**

S-IC.3, 6

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

6. Evaluate reports based on data.

**Sample Performance Task Aligned to the Academic Standard(s):**

-Analyze a case study and write a response to the scenario.

-Summarize and interpret a brief presentation on visual data.

***INDICATOR #LPS 6: Differentiate the differences and similarities of state, county, local and tribal governments.***



<b>SUB-INDICATOR 6.1 (Webb Level: 1):</b> Explain the jurisdiction associated with each of the different layers of government		
<b>SUB-INDICATOR 6.2 (Webb Level: 2):</b> Distinguish the constituent similarities and differences of each of the levels of government		
<b>SUB-INDICATOR 6.3 (Webb Level: 2):</b> Identify the unique characteristics of tribal government		
<b>SUB-INDICATOR 6.4 (Webb Level: 2):</b> Compare and contrast the structures of state, county, local and tribal governments		
<p><b>Knowledge (Factual):</b></p> <ul style="list-style-type: none"> <li>-Definitions of key terminology</li> <li>-Identification of state, county, and local responsibilities and jurisdiction</li> <li>-Identification of tribal characteristics, including sovereignty</li> </ul>	<p><b>Understand (Conceptual):</b></p> <p>Different agencies have different responsibilities and jurisdictions.</p> <p>State, county, and local governments operate independently of tribal governments.</p>	<p><b>Skills (Application):</b></p> <ul style="list-style-type: none"> <li>-Research the rules and laws of professions based on the location of an agency</li> <li>-Compare and contrast the state, county, local, and tribal governments</li> </ul>
<p><b>Benchmarks</b></p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Define accurately basic meanings of key terminology given</li> <li>• Describe responsibilities and jurisdiction of state, county, local, and tribal laws</li> </ul>		
<b>Academic Connections</b>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>9-12.G.1.1 Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective</p> <p>9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <ul style="list-style-type: none"> <li>-Construct a map of sovereign nations in South Dakota</li> <li>-Research a tribe on a South Dakota reservation. Presentation could be written or oral.</li> </ul>	



<b>INDICATOR #LPS 7: Examine the role of federalism in the United States</b>		
<b>SUB-INDICATOR 7.1 (Webb Level: 2):</b> Compare and contrast the forms of federalism		
<b>SUB-INDICATOR 7.2 (Webb Level: 2):</b> Explain the role federalism plays in the division of power between governmental units		
<b>Knowledge (Factual):</b> -Definitions of key terminology  -Identification of sources of federal power (Constitution, Bill of Rights, Amendments)  -Identification of authority of federal power	<b>Understand (Conceptual):</b> The federal government has enumerated powers and implied powers.  The federal government derives its power from the Constitution.  The federal government has absolute authority through the Tenth Amendment.	<b>Skills (Application):</b> -Compare and contrast enumerated and implied powers  -Identify foundational American federalism documents  -Compare overlapping jurisdiction of federal and state governments
<b>Benchmarks</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>• Define accurately basic meanings of key terminology given</li> <li>• List sources of federal power and describe their significance</li> <li>• Describe the authority of the federal government</li> </ul>		
<b>Academic Connections</b>		
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b> 9-12.C.1.2 Summarize the critical similarities and differences in the various forms of government  RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance	<b>Sample Performance Task Aligned to the Academic Standard(s):</b> -Write a report using sources to compare and contrast the forms of federalism. Use APA format to cite sources.	
<b>INDICATOR #LPS 8: Identify the executive, judicial and legislative branches of state, county, local and tribal government</b>		
<b>SUB-INDICATOR 8.1 (Webb Level: 1):</b> Recognize roles and responsibilities of the positions of governor, county commissioners, mayor and tribal chairperson		
<b>SUB-INDICATOR 8.2 (Webb Level: 1):</b> Recognize the forms of legislature, city commissions and tribal councils		

<p><b>SUB-INDICATOR 8.3 (Webb Level: 1):</b> Recognize the positions within the state unified judicial system, and tribal court system</p>		
<p><b>Knowledge (Factual):</b></p> <ul style="list-style-type: none"> <li>-Definitions of key terminology</li> <li>-Positions of state, county, city, and tribal officials</li> <li>-Knowledge of different court systems</li> </ul>	<p><b>Understand (Conceptual):</b></p> <p>Procedures for acquiring a position vary (elected vs. appointed).</p> <p>Court systems have different responsibilities.</p>	<p><b>Skills (Application):</b></p> <ul style="list-style-type: none"> <li>-Compare and contrast the branches of government.</li> <li>-Compare and contrast elected vs. appointed positions</li> </ul>
<p><b>Benchmarks</b></p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Define accurately basic meanings of key terminology given</li> <li>• List elected and appellate officials</li> <li>• Chart positions of state, county, city, and tribal officials</li> <li>• Flow chart of court systems</li> </ul>		
<p><b>Academic Connections</b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>9-12.C.1.2 Summarize the critical similarities and differences in the various forms of government</p> <p>9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>-Create a visual (flow chart or other visual showing layers) of governmental officials including descriptions.</p>	

<p><b>INDICATOR #LPS 9: Summarize how laws are made</b></p>		
<p><b>SUB-INDICATOR 9.1 (Webb Level: 1):</b> Identify the steps of the legislative process in which laws or statutes evolve</p>		
<p><b>SUB-INDICATOR 9.2 (Webb Level: 2):</b> Compare the legislative processes of state, county, local and tribal governments</p>		
<p><b>Knowledge (Factual):</b></p> <ul style="list-style-type: none"> <li>-Definitions of key terminology</li> </ul>	<p><b>Understand (Conceptual):</b></p> <p>Laws and statutes evolve through the legislative</p>	<p><b>Skills (Application):</b></p> <ul style="list-style-type: none"> <li>- Research the law making process</li> </ul>

-Steps of the legislative process	process.  The processes through which laws and statutes evolve contain similarities and differences in the state, county, local, and tribal governments.	-Explain the role of the executive branch in this process
-----------------------------------	--	---

**Benchmarks**

*Students will be assessed on their ability to:*

- Define accurately basic meanings of key terminology given
- List the steps of creating a law
- Compare and contrast statutes, ordinances, and rules

***Academic Connections***

<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>          9-12.C.3.2 Outline the law making process</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>-Research a law and create a visual showing the process it followed</p> <p>-Create a law and create a mock development of the law</p>
---	---

**INDICATOR #LPS 10: Identify, analyze, and evaluate constitutional law, common law, statutory law, court decisions, and administrative law.**

**SUB-INDICATOR 10.1 (Webb Level: 3):** Evaluate and analyze the US legal system from the origin of common law (legal tradition from English law) to our current system of law.

**SUB-INDICATOR 10.2 (Webb Level: 3):** Demonstrate an understanding of the basis, purpose, and application of constitutional law.

**SUB-INDICATOR 10.3 (Webb Level: 3):** Demonstrate an understanding of the basis, purpose, and application of statutory law.

**SUB-INDICATOR 10.4 (Webb Level: 3):** Demonstrate an understanding of the basis, purpose, and application of common law as it applies to case law and precedent.

**SUB-INDICATOR 10.5 (Webb Level: 3):** Demonstrate an understanding of the basis, purpose, and application of court decisions.

**SUB-INDICATOR 10.6 (Webb Level: 3):** Demonstrate an understanding of the basis, purpose, and application of administrative law.

**SUB-INDICATOR 10.7 (Webb Level: 2):** Research and analyze components and

possible outcomes of criminal law.		
<b>SUB-INDICATOR 10.8 (Webb Level: 2):</b> Research and analyze components and possible outcomes of civil law.		
<b>Knowledge (Factual):</b> -Definitions of key terminology  -Agencies that impact laws (HIPPA, FERPA)	<b>Understand (Conceptual):</b> There are different types and roles of laws in the United States.  The legislative process determines the laws followed in the United States.  Different officials have the right to enforce different types of laws.	<b>Skills (Application):</b> -Compare and contrast the different types of laws (for example, criminal vs. civil) including how they apply to citizens and situations and which officials can enforce those laws  -
<b>Benchmarks</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>• Define accurately basic meanings of key terminology given</li> <li>• List the types of laws</li> <li>• Describe agencies and officials that impact laws</li> </ul>		
<b>Academic Connections</b>		
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b> 9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue  RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<b>Sample Performance Task Aligned to the Academic Standard(s):</b> -Assign a case study. Determine the type of law involved and officials involved in resolving the case.  -Compare and contrast a civil and criminal court case.	

<b>INDICATOR #LPS 11: Understand the importance of human relations skills in the workplace and in personal life.</b>
<b>SUB-INDICATOR 11.1 (Webb Level: 2):</b> Understand processes that guide human interactions.
<b>SUB-INDICATOR 11.2 (Webb Level: 2):</b> Understand that different settings require different types of behavior, communication styles and relationships.
<b>SUB-INDICATOR 11.3 (Webb Level: 3):</b> Understand effective human relations skills

that can be utilized in the workplace and in personal life.		
<b>Knowledge (Factual):</b> -Key basic needs (Maslow's Hierarchy)  -Types of interactions  -Communication skills	<b>Understand (Conceptual):</b> The careers in this cluster work closely together and rely on one another for success.  Basic needs will influence human interactions.	<b>Skills (Application):</b> -Interact with people from different backgrounds, ethnicities, lifestyles, and experiences
<b>Benchmarks</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>Identify effective communication skills</li> <li>Complete a performance task</li> </ul>		
<b>Academic Connections</b>		
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>  9-12.H.2.4 Analyze complex and interacting factors that influenced the perspectives and changes in ideologies of populations  SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<b>Sample Performance Task Aligned to the Academic Standard(s):</b> -Complete an individual Maslow's Hierarchy of Needs collage. It could be for the student, for a partner, or for a fictitious character  -Conduct in-class interviews where students are assigned roles  -Interview an individual from a different background, understanding that the initial contact may reject the interview proposal	
<b>INDICATOR #LPS 12: Understand how to communicate effectively with peers, colleagues and the public.</b>		
<b>SUB-INDICATOR 12.1 (Webb Level: 2):</b> Understand the purposes of interpersonal communication with peers, colleagues and the public in workplace and social settings.		
<b>SUB-INDICATOR 12.2 (Webb Level: 2):</b> Understand various modes of communication.		
<b>SUB-INDICATOR 12.3 (Webb Level: 3):</b> Demonstrate effective interpersonal communication with peers, colleagues and the public in workplace and social settings.		

<p><b><i>SUB-INDICATOR 12.4 (Webb Level: 4):</i></b> Analyze your interpersonal communication methods, as well as those of others, in order to understand how to effectively communicate in the workplace.</p>		
<p><b>Knowledge (Factual):</b> -Types of communication (verbal, non-verbal, technology, in-person, professional, nonprofessional)  -Modes of communication (face-to-face in-person and technology, phone calls, texting, email, letters)</p>	<p><b>Understand (Conceptual):</b> Different situations warrant different types and modes of communication.  Effective communication depends on the ability to understand the people and circumstances involved.</p>	<p><b>Skills (Application):</b> -communicate effectively with different people  -communicate effectively with different modes of communication</p>
<p><b>Benchmarks</b> <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Describe types of communication</li> <li>• Practice communication modes and skills with peers</li> </ul>		
<p><b><i>Academic Connections</i></b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising,</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>-Provide students with role playing scenarios to present to class. The peers should evaluate the scenario for verbal and nonverbal communication, and determine alternative communication techniques.</p> <p>-Construct a mock email to a professional in the field.</p> <p>-Complete a relevant job application.</p> <p>-Complete a relevant college application.</p>	

editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
--	--

**INDICATOR #LPS 13: Understand the basics of technical writing for reports and for accurate and professional documentation in the law and public safety field.**

**SUB-INDICATOR 13.1 (Webb Level: 2):** Understand why technical writing in the law and public safety field needs to be factual, non-biased, and without conclusion, as opposed to that exhibited in persuasive, personal narrative, critical analysis, research and compare/contrast styles of writing.

**SUB-INDICATOR 13.2 (Webb Level: 3):** Understand how to write a case report.

<b>Knowledge (Factual):</b>	<b>Understand (Conceptual):</b>	<b>Skills (Application):</b>
-Types of technical writing  -Techniques of technical writing	Professional writing is different than literary writing.  Opinions and conclusions must be strongly supported by facts.  Proper grammar, spelling and punctuation are essential for the validity of a report.	-Write a resume  -Write a report substantiated by facts

**Benchmarks**  
*Students will be assessed on their ability to:*

- List types of technical writing
- Use technical writing techniques to complete a performance task

**Academic Connections**

<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas,	-Construct a resume for a college or job  -Use a case study to write a report using the facts to support and form an opinion of recommendations for the resolution of the case.



concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Additional Resources**

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.