

CTE Standards Unpacking
Introduction to Law and Public Safety 2

Course: Introduction to Law and Public Safety 2

Course Description: Introduction to Law and Public Safety 2 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 2 include: workplace communications, interpersonal relations, workplace ethics, cultural diversity, documentation, constitutional law and foundations of emergency care.

Career Cluster: Law and Public Safety

Prerequisites: Law and Public Safety 1

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

<p>INDICATOR-Workplace Communications: Communicate effectively through writing, speaking, listening and interpersonal abilities.</p>		
<p>SUB-INDICATOR 1.1 (Webb Level: 3): Differentiate between one-way and two-way communication and identify the role of non-verbal messages in the communication process.</p>		
<p>SUB-INDICATOR 1.2 (Webb Level: 2): Understand the term “active listening” and explain how it can be used to obtain and clarify job related information.</p>		
<p>SUB-INDICATOR 1.3 (Webb Level: 1): Recognize communication traits required for success in the workplace.</p>		
<p>SUB-INDICATOR 1.4 (Webb Level: 3): Analyze and synthesize technical written communications related to law and public safety.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Definitions of key terminology -Modes of communication -Effective communication techniques 	<p>Understand (Conceptual):</p> <p>Effective communication is essential because reports often extend to other entities (higher courts including Supreme Court)</p> <p>Different communication techniques should be utilized in different situations.</p> <p>Proper grammar, spelling and punctuation are essential for the validity of a</p>	<p>Skills (Application):</p> <ul style="list-style-type: none"> -communicate effectively in a variety of situations with a variety of individuals

	<p>report.</p> <p>The process of filing reports varies by agency but should be followed to ensure validity; failure to do so could cause testimony to be invalid.</p>	
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Benchmarks

Students will be assessed on their ability to:

- Define accurately basic meanings of key terminology given.
- Select effective communication strategies for a case study

Academic Connections

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

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, 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.

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

-Conduct a role playing activity to demonstrate effective verbal communication. Peers should exhibit active listening techniques to analyze the scenario.

-Use a case study to effectively create a written work place communication (memo, email, or report).

-Edit a classmate's case study example

INDICATOR- Interpersonal Relations: Recognize that interpersonal relations at work serve a critical role in the development and maintenance of trust and positive feelings.

SUB-INDICATOR 2.1 (Webb Level: 1): Identify work readiness traits required for success in the law and public safety workplace.

SUB-INDICATOR 2.2 (Webb Level: 4): Compare and contrast strategies for managing anger in the workplace.

SUB-INDICATOR 2.3 (Webb Level: 4): Apply conflict and anger management strategies to real-world situations.

<p><i>SUB-INDICATOR 2.4 (Webb Level: 3):</i> Demonstrate ability to communicate and resolve conflicts within a diverse population.</p>		
<p><i>SUB-INDICATOR 2.5 (Webb Level: 4):</i> Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices within the culture and among different cultures.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Work readiness traits for success in the law and public safety workplace -Techniques for anger and conflict management -Cultural non-verbal communication taboos 	<p>Understand (Conceptual):</p> <p>Certain traits are expected of employees.</p> <p>Non-verbal cues may not be the same in all cultures.</p>	<p>Skills (Application):</p> <ul style="list-style-type: none"> -Exhibit work readiness traits -Recognize and use techniques to deescalate situations -Select culturally sensitive responses
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • List and describe work readiness traits • Select anger and conflict management techniques as well as culturally sensitive responses in response to video clips, case studies, and role playing 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</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 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>9-12.H.2.4 Analyze complex and interacting factors that influenced the perspectives and changes in ideologies of populations</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <ul style="list-style-type: none"> -Give groups of students the same role playing scenario. Allow them to formulate a response. Groups will present their responses, self-reflect on their response, and be evaluated by their peers -Create a conflict management flow chart for a given case study 	

<p>INDICATOR- Workplace Ethics: Analyze ethical decisions and their implications in the workplace.</p>		
<p>SUB-INDICATOR 3.1 (Webb Level: 1): Identify ethical and legal responsibilities within the workplace.</p>		
<p>SUB-INDICATOR 3.2 (Webb Level: 3): Investigate personal and long-term consequences of unethical or illegal behaviors.</p>		
<p>SUB-INDICATOR 3.3 (Webb Level: 4): Apply ethical reasoning and decision making to a variety of workplace situations in compliance with industry code of conduct.</p>		
<p>SUB-INDICATOR 3.4 (Webb Level: 3): Develop strategies for responding to unethical and illegal actions in different workplace situations.</p>		
<p>Knowledge (Factual): -definitions of key terminology -types of misconduct (criminal, occupational deviance, corruption, abuse of authority)</p>	<p>Understand (Conceptual): There are differences between personal and professional ethics. Behaviors in a professional setting should be different than behaviors in a private or personal setting. Positions of power should exhibit ethical use of discretion.</p>	<p>Skills (Application): -identify ethical professional behavior -evaluate ethical and legal decisions</p>
<p>Benchmarks <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Define accurately basic meanings of key terminology given • Complete a performance task demonstrating understanding of types of misconduct 		
<p>Academic Connections</p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): 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>Sample Performance Task Aligned to the Academic Standard(s): -Write an analysis of a case study determining the ethics of the response -Create a flow chart of ethical responses to a given scenario</p>	
<p>INDICATOR- Cultural Diversity: Investigate the impact and influences of cultural diversity within Law and Public Safety career fields.</p>		
<p>SUB-INDICATOR 4.1 (Webb Level: 2): Identify basic influencing factors of diversity</p>		

<p>awareness including culture, ethnicity, race, racism, gender, stereotype, prejudice, sexual orientation, core values, oppression and discrimination.</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 3): Examine geographical and historical influences on cultural groups within the local and state community.</p>		
<p>SUB-INDICATOR 4.3 (Webb Level: 3): Analyze different social norms, communication norms; body language and non-verbal cues and values of cultural groups within the local and state-wide community.</p>		
<p>SUB-INDICATOR 4.4 (Webb Level: 3): Analyze differences in power and privilege related to people of culturally diverse backgrounds, beliefs and practices.</p>		
<p>SUB-INDICATOR 4.5 (Webb Level: 2): Describe how cultural and social groups are defined and the influences they have over their own group members and society.</p>		
<p>SUB-INDICATOR 4.6 (Webb Level: 3): Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in South Dakota and the United States.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Definitions of key terminology -Factors of diversity -Influences on cultural groups 	<p>Understand (Conceptual):</p> <p>Cultural groups vary based on geography but are not limited to location.</p> <p>Tensions can result due to cultural and social diversity.</p>	<p>Skills (Application):</p> <ul style="list-style-type: none"> -Identify what constitutes a diverse group (race, ethnicity, age, disabilities, beliefs) -Select appropriate behaviors and responses to situations with diverse groups
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Define accurately basic meanings of key terminology given • Develop a timeline of the evolution of cultural diversity in South Dakota • Complete a performance task 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</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 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-12.H.2.4 Analyze complex and interacting factors that influenced the perspectives and</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <ul style="list-style-type: none"> -Write an analysis of a case study involving diverse cultural and social groups -Analyze a culture and synthesize a report on its significance in South Dakota -Interview an individual from a diverse/special population group different from the student. Compare and contrast cultures. 	

changes in ideologies of populations	
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INDICATOR- Documentation: Apply appropriate skills in documentation		
SUB-INDICATOR 5.1 (Webb Level: 2): Describe the components of a police incident report and how it is used as a legal document.		
SUB-INDICATOR 5.2 (Webb Level: 2): Describe tactics and tools used by police during criminal investigation.		
SUB-INDICATOR 5.3 (Webb Level: 2): Demonstrate the ability to create a fire incident report		
SUB-INDICATOR 5.4 (Webb Level: 2): Demonstrate understanding of the documentation needed using appropriate medical terminology for emergency medical response		
SUB-INDICATOR 5.5 (Webb Level: 3): Identify and understand different forms of legal correspondence		
Knowledge (Factual): -Definitions of key terminology related to legal correspondence -Components of a police incident report -Tactics and tools used by police during criminal investigations -Components of a fire incident report -Components of emergency medical response documentation	Understand (Conceptual): Documentation and reports may require different formats. Documentation and reports should be filled out completely, accurately, and timely. Legal documents are binding.	Skills (Application): -Accurately complete documentation -Analyze the context and influence of a legal document
Benchmarks <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Define accurately basic meanings of key terminology given • Identify types of legal documents • - Complete an incident report 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s): -Summarize a case study explaining its	

<p>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.</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>context and potential legal use</p> <p>-Use a case study to complete a report appropriate to the situation</p>
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<p>INDICATOR- Constitutional Law: Become familiar with the US Constitution, Bill of Rights and other amendments which impact the Law and Public Safety profession.</p>		
<p>SUB-INDICATOR 6.1 (Webb Level: 4): Analyze the impact of the Bill of Rights and constitutional amendments as they pertain to Law and Public Safety workplaces.</p>		
<p>SUB-INDICATOR 6.2 (Webb Level: 2): Summarize the concepts and procedures related to due process.</p>		
<p>SUB-INDICATOR 6.3 (Webb Level: 4): Analyze the impact of judicial interpretation of the Constitution and its legal ramifications.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Definitions of key terminology and documents -Key points of Amendments -Reasons a law can be deemed unconstitutional through judicial review (doctrine of vagueness, doctrine of over breadth, inherently or facially unconstitutional) 	<p>Understand (Conceptual):</p> <p>The constitutionality of a law can be challenged based on the Constitution and Amendments through the judicial review process.</p>	<p>Skills (Application):</p> <ul style="list-style-type: none"> -Apply the Fifth, Sixth, and Fourteenth Amendments in terms of due process -Analyze constitutionally protected conduct -Evaluate constitutionality of laws
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • -Define accurately basic meanings of key terminology and documents given • -Identify constitutionally protected conduct 		

- Analyze case studies to evaluate the constitutionality of laws

Academic Connections

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

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance

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

-Synthesize a report on an Amendment focusing on its legal impact

-Synthesize a report on a case study involving the constitutionality of laws

-Research a historical event that initiated a ratification of the law or Constitution. Synthesize a report on the event.

****INDICATOR- Foundations of Emergency Care: Demonstrate skills in first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED) to certification standards of the American Heart Association or the American Red Cross.**

**Utilize certified professionals for teaching these concepts. Failure to do so could result in legal ramifications

SUB-INDICATOR 7.1 (Webb Level: 2): Understand how to perform First Aid for Students and/or CPR for Students and/or how to use an AED.

Knowledge (Factual):

-Steps for recognizing basic First Aid Care

-Steps for cardiopulmonary resuscitation (CPR) administration

-Steps for operating an Automated External Defibrillator (AED)

Understand (Conceptual):

The Good Samaritan Law encourages citizens to act if they recognize a need for care.

Skills (Application):

-Recognize the signs and symptoms of need for care

-Apply basic First Aid techniques if needed

-Administer CPR if needed

-Operate an AED if needed

Benchmarks

Students will be assessed on their ability to:

- Identify the process of recognizing a need for care and administering First Aid
- List the steps for CPR administration

<ul style="list-style-type: none"> List the steps for operating an AED 	
<i>Academic Connections</i>	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s): -Analyze scenarios (case studies and video clips) to determine proper care decisions

Additional Resources

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