

PROGRAM CONCENTRATION: Public Safety and Government

COURSE TITLE: Exploring Public Safety and Government Education – Sixth Grade

COURSE DESCRIPTION:

This course serves as an introduction to a variety of public safety and government related occupations. Students will focus on the various careers in public safety and government. They will complete studies in the Georgia Public Safety System, emergency management organization, major historical events in law and justice, corrections, the private public services sector, the armed forces and disaster response. Regardless of career their choice, the purpose of the course is to prepare students to be productive citizens.

Students will also receive real life insight from a variety of guest speakers and industry professionals, who will assist in the exploration of public safety. These professionals will give students insight on how to apply the techniques and strategies learned in class to real life. The class will survey each occupational field, study the requirements for the field, explore the associated training and responsibilities, and complete a journal or project on each career field.

CRITICAL COMPONENTS:

MSPSG 6-1: Students will demonstrate basic knowledge of the Georgia Public Safety system and the roles of the various agencies.

- a) Identify the various agencies that comprise the Georgia Public Safety System.
- b) Explain the role of various agencies in a public safety system.
- c) Illustrate the understanding of the duties of each agency in the completion of a disaster scenario.

ACADEMIC STANDARDS:

SS6CG1: The student will compare and contrast various forms of government.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Draw a picture that would represent the various agencies and match them to the duties of the appropriate agency.
- Have a guest speaker visit your classroom to discuss and explain their career.
- Using presentation software assign a class project in which the class is divided into groups. The class is given a mock disaster, and each group is assigned an agency. Have each group present on the role of their group in the disaster.

CRITICAL COMPONENTS:

MSPSG 6-2: Students will express an understanding of the role of Emergency Services in Public Safety.

- a) Identify major roles and duties that Emergency Management Services play.
- b) Define jurisdiction and how it applies to emergency services.
- c) Identify career options in Emergency Management Service.

ACADEMIC STANDARDS:

SS6CG1: The student will compare and contrast various forms of government.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Use www.oes.ga.gov to review the plans, information, and procedures for the state of Georgia. Then create a sample emergency for your school.
- Have a local firefighter speak to the students about the CERT program.
- Create an emergency plan for their homes. It should include a list of emergency numbers, evacuation routes, etc.

CRITICAL COMPONENTS:

MSPSG 6-3: Students will identify various aspects of law enforcement.

- a) Discuss the history of law enforcement.
- b) Examine various career paths in law enforcement.
- c) Illustrate how the federal, state, and local law enforcement agencies interact.
- d) Distinguish between private and public enforcement.

ACADEMIC STANDARDS:

ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA6W3: The student uses research and technology to support writing.

SS6CG1: The student will compare and contrast various forms of government.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SAMPLE TASKS:

- Create a timeline illustrating the major historical events in law enforcement.
- Have a member of a law enforcement agency visit the class.
- Create a presentation focused on the federal, state, or local level of law enforcement.

CRITICAL COMPONENTS:

MSPSG 6-4: Students will identify terms and concepts essential to the American court system.

- a) Distinguish between the two court systems.
- b) Explore various terms related to the court system.
- c) Identify career options in the court system.
- d) Create an opening statement.

ACADEMIC STANDARDS:

SS6CG1: The student will compare and contrast various forms of government.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Create a Venn diagram illustrating the two court systems and the type of cases each hears.
- Create a crossword puzzle using court system terms and definitions.
- Watch video on creating opening statements and have students create and deliver opening statements.
- Have a local attorney or judge visit the classroom.

CRITICAL COMPONENTS:

MSPSG 6-5: Students will describe the correctional system.

- a) Discuss the history of corrections in America.
- b) Investigate new and innovative trends in corrections.
- c) Explore careers in corrections.

ACADEMIC STANDARDS:

SS6CG1: The student will compare and contrast various forms of government.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Create a timeline for the criminal justice system that will take a step by step walk through the system from arrest to punishment.
- Read new punishment concepts. Allow students to create a new unique form of punishment which should include a drawing, explanation and brief description.
- Have a guest speaker in the correctional field visit and speak to your class.

CRITICAL COMPONENTS:

MSPSG 6-6: Students will determine behavioral preferences and apply an appreciation of diversity to interpersonal situations.

- a.) Evaluate personal behaviors.
- b.) Identify personal behavior strengths and weaknesses.
- c.) Express appreciation for personal uniqueness.
- d.) Determine the factors that impact the behavior of others.
- e.) Select behaviors that promote success in a variety of situations.

ACADEMIC STANDARDS:

S6CS6: Students will communicate scientific ideas and activities clearly. Organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.

M6A2: Students will consider relationships between varying quantities.

M6D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.

SAMPLE TASKS:

- View the Winning Colors video, sort the winning colors to determine dominant color.
- Participate in or observe a role-playing activity.
- Use Winning Color Cards to play games (Flashcards, hangman, jigsaw, matching).
- Create a personal identity card describing yourself.
- View video titled “JROTC Today: Tomorrow’s Leaders.”
- View video titled “My Name is Drill.”
- Use the Classroom Performance System to facilitate review questions and knowledge games.

CRITICAL COMPONENTS:

MSPSG 6-7: Students will identify how the JROTC program can impact their future.

- a) Explain the mission of the JROTC program.
- b) Identify the challenges in the JROTC program.
- c) Identify the opportunities of the JROTC program.
- d) Explain the difference between the three career paths available in the U.S. Armed Forces.
- e) Describe how to show respect for the U.S. flag.

ACADEMIC STANDARDS:

S6CS10: Students will enhance reading in all curriculum areas by building vocabulary knowledge.

ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SAMPLE TASKS:

- Use <https://my.usarmyjrotc.com> for research and overview.
- Participate in a debate adopting an ‘affirmative’ or ‘negative’ position concerning the JROTC program using predetermined guidelines.
- Students will develop a role-play scenario, rap, ballad, or product to describe the key points about the JROTC program and its purpose in education.
- Use <http://www.myfuture.com> to determine career and skill matches.
- Use the Classroom Performance System to facilitate review questions and knowledge games.
- View the video on flag folding; Student groups practice folding flag according to protocol.

CRITICAL COMPONENTS:

MSPSG 6-8: Students will express an understanding of the role of protective services.

- a.) Identify major roles that protective services play in public safety.
- b.) Define jurisdiction and the authority of protective services.
- c.) Identify career options in protective services.
- d.) Identify key concepts of entrepreneurship.

ACADEMIC STANDARDS:

SS6CG1: The student will compare and contrast various forms of protective services.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Have a guest speaker talk to the students about protective services, such as loss prevention officers, security officers, private probation, or bail bondsmen.
- Create a presentation using appropriate software that focuses on an area of protective services.

CRITICAL COMPONENTS:

MSPSG 6-9: Students will express an understanding of ethics and character development in the public safety professions.

- a) Identify the code of ethics for the various careers in public safety.
- b) Define confidentiality and how it applies to the various public safety careers.
- c) Identify the concepts of character development.
- d) Students will identify the various background checks that affect employment in the public safety professions.
- e) Students will discuss various character traits such as honesty and loyalty.

ACADEMIC STANDARDS:

- SS6CG1: The student will compare and contrast the code of ethics in the various fields of public safety.*
- ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

SAMPLE TASKS:

- Participate in a personality inventory.
- Participate in a learning style inventory.
- Create a graphic organizer or similar tool for character development.
- Complete a road map for success in career in public safety.
- Identify how the choices they make will affect employment options in a public safety profession.
- Compile the documents from various tasks into a career portfolio.

CRITICAL COMPONENTS:

MSPSG 6-10: Students will express an understanding of employability skills needed in the Public Safety professions.

- a.) Identify the various employment skills needed for careers in public safety.
- b.) Define confidentiality and how it applies to the various careers in public safety.
- c.) Identify the technical skills needed in various public safety professions.
- d.) Identify the post-secondary education needed in various public safety professions.

ACADEMIC STANDARDS:

- SS6CG1: The student will discuss employability skills for the various professions in public safety.*
- ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

SAMPLE TASKS:

- Participate in a mock job interview.
- Participate in a learning style inventory.
- Create a graphic organizer or similar tool for character development.
- Compile the documents from the sample tasks into a career portfolio.

CRITICAL COMPONENTS:

MSPSG 6-11: Students will demonstrate a basic understanding of Skills USA.

- a) Diagram the relationship between members and the leadership.
- b) Identify the leadership positions.
- c) Evaluate behaviors to determine appropriate decorum for meetings.
- d) Explain the purpose of Skills USA.

ACADEMIC STANDARDS:

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SAMPLE TASKS:

- Participate in a Skills USA meeting.
- Participate in a committee meeting.
- Identify community needs that could be addressed through a community service project.
- Interview eighth grade leaders to learn how to become an active member.
- Research decorum and Robert Rules of Order.
- Visit the state and national Skills USA website.
- Observe school competitions.

READING STANDARD COMMENT

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC: Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas.
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books.
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context.
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

WRITING

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

CTAEW1: The student demonstrates competence in a variety of genres.

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b. Excludes extraneous and inappropriate information.
- c. Follows an organizational pattern appropriate to the type of composition.
- d. Applies rules of Standard English.

CTAEW2: The student uses research and technology to support writing. The student:

- a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

- f. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

CTAEW3: The student consistently uses the writing process to develop, revise, and evaluate writing. The student:

- a. Plans and drafts independently and resourcefully.
- b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c. Edits writing to improve word choice after checking the precision of the vocabulary.

ENTREPRENEURSHIP

MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.

- a. Define entrepreneurship.
- b. Identify and analyze characteristics of a successful entrepreneur.
- c. Identify the reasons for planning in entrepreneurial businesses.
- d. Discuss the entrepreneurial discovery processes.
- e. Assess global trends and opportunities.
- f. Determine opportunities for business creation.
- g. Generate ideas for business.
- h. Determine feasibility of ideas.
- i. Determine the major reasons for business failure.

ACADEMIC STANDARDS

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SSEF6: The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

SSEIN1: The student will explain why individuals, businesses and governments trade goods and services.

MKT-EN-2: Explain the fundamental concepts of business ownership.

- a. Determine the relationship of competition to our private, free enterprise system.
- b. Explain the effects of competition on buyers and sellers.
- c. Identify the common types of business ownership.
- d. Compare and contrast the advantages and disadvantages of each type of ownership.
- e. Explain relevant government regulations relating to the operation of a business.
- f. Discuss the types of risks that businesses encounter.
- g. Explain how businesses deal with the various types of risks.
- h. Identify the market segment for the business.
- i. Formulate a marketing mix designed to reach a specific market segment.
- j. Utilize the marketing functions to determine the competitive advantage of the proposed business.

ACADEMIC STANDARDS

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SSEF5: The student will describe the roles of government in a market economy.

CTAE FOUNDATION SKILLS

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

PROGRAM CONCENTRATION: Public Safety and Government

COURSE TITLE: Exploring Public Safety and Government Education – Seventh Grade

COURSE DESCRIPTION:

Exploring Public Safety and Government Education will provide the student a general overview of not only career options in the field but also a general understanding of the function and interconnection between the various agencies within government and public safety. Regardless of career choice the course will prepare students to be better citizens.

Students will learn about the general areas of public safety and government including courts, law enforcement, corrections, military, protective services, and emergency services. Students will get an overview of each and see how they interact. Students will also continue progress on individual career plans and portfolios.

CRITICAL COMPONENTS:

MSPSG 7-1: Students will demonstrate basic proficiency in terms commonly used in public safety and government.

- a. Define terminology common to each area.
- b. Diagram how the various elements of public safety and government interact and connect.
- c. Identify the origin of authority of each area.

ACADEMIC STANDARDS:

ELA7R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

SAMPLE TASKS:

- Create graphical organizers that show how the various agencies interact with each other.
- Research the agencies in their community.
- Produce a visual vocabulary chart using pictures found on the internet or similar that represent terms used in public safety and government.

CRITICAL COMPONENTS:

MSPSG 7-2: Students will express an understanding of the history of law as it pertains to the development of the American system.

- a. Identify major historical figures that influenced the American legal system.
- b. Explain the importance of English common law.
- c. Explain how the Bill of Rights was created.

ACADEMIC STANDARDS:

SS7CG1: The student will compare and contrast various forms of government.

SAMPLE TASKS:

- Use www.historyoflaw.info to create a timeline of the history of law.
- Draw the persons depicted in the frieze from the Courtroom of the United States Supreme Court found at www.supremecourtus.gov and explain who they are.
- Make a poster that explains a right from the Bill of Rights to fellow students that may be posted in the school to educate other students.

CRITICAL COMPONENTS:

MSPSG 7-3: Students will describe the structure of the dual court system.

- a. Identify the key participants in the courtroom.
- b. Diagram the local, state, and federal system.
- c. Evaluate a trial to form legal strategies.
- d. Discuss career options available for working in the court system.

ACADEMIC STANDARDS:

ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SAMPLE TASKS:

- Participate in a mock trial.
- Have a lawyer or judge visit the class.
- Create a visual organizer that depicts the relationships between the judge, jury, defense, and prosecution.

CRITICAL COMPONENTS:

MSPSG 7-4: Students will describe American law enforcement.

- a. Explain the difference between local, state, and federal enforcement.
- b. Describe the typical day of a patrol officer.
- c. Identify career options in law enforcement.
- d. Illustrate how a crime is investigated from criminal act through the trial.

ACADEMIC STANDARDS:

S7CS5: Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

M7P4: Students will make connections among mathematical ideas and to other disciplines.

SAMPLE TASKS:

- Diagram a mock crime scene.
- Have a patrol officer show what is inside a typical patrol vehicle.
- Create a Venn Diagram showing how local, state, and federal agencies operate.

CRITICAL COMPONENTS:

MSPSG 7-5: Students will delineate between various punishment options.

- a. Describe careers in corrections.
- b. Distinguish between sentencing options.
- c. Explain the historical influences of American corrections.

ACADEMIC STANDARDS:

ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.

SAMPLE TASKS:

- Create a timeline for punishment through history.
- Visit a local jail.
- Have a guest speaker visit your class to discuss punishment options.
- Take a virtual tour of a Georgia prison: <http://www.dcor.state.ga.us/AboutGDC/VRTour.html>

CRITICAL COMPONENTS:

MSPSG 7-6: Students will describe how private enforcement and investigation organizations contribute to the criminal justice system.

- a. Identify local private agencies.
- b. Compare and contrast public and private organizations
- c. Explore career trends in private enforcement and investigation.

ACADEMIC STANDARDS:

ELA7W3: The student uses research and technology to support writing.

SAMPLE TASKS:

- Create an informational poster or other media type educating other students or parents on internet threats such as identity fraud, online predators, or electronic information protection.
- Invite a guest speaker from a private investigation agency to visit your class.
- Create a visual organizer depicting how public and private agencies interact.

CRITICAL COMPONENTS:

MSPSG 7-7: Students will explain the role emergency medical services and firefighting play in providing local public safety services.

- a. Explain the qualifications and training for a variety of careers in emergency medical and fire services.
- b. Describe the role of local public safety in homeland security.
- c. Demonstrate basic first aid and life saving skills.
- d. Evaluate their home and identify safety concerns.
- e. Design an emergency plan for their family.

ACADEMIC STANDARDS:

S7L2: Students will describe the structure and function of cells, tissues, organs, and organ systems.

SAMPLE TASKS:

- Learn basic CPR and first aid.
- Use www.ready.gov to prepare for disasters.
- Consult www.redcross.org to prepare a family plan.
- Create a Home Safety Checklist at www.homesafetycouncil.org
- Invite a local fire and emergency services crew to visit with their vehicles.

CRITICAL COMPONENTS:

MSPSG 7-8: Students will examine the Preamble of the United States Constitution and the role of citizenship skills.

- a. Explain the significance of the Preamble.
- b. Evaluate the principles of the Preamble to the United States Constitution to compare to personal valuation of Preamble's principles.
- c. Define the seven citizenship skills.
- d. Relate the seven citizenship skills to the Preamble of the Constitution.
- e. Hypothesize what our country would be like without the seven citizenship skills.
- f. Explain the relationship between the citizenship skills and effective teamwork.

ACADEMIC STANDARDS:

ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SAMPLE TASKS:

- Develop a personal preamble (mission statement).
- Engage one another using the "Government in Action" game.
- Participate in the "Citizen on Patrol" game.

- View the “You the People” video on Citizenship skills.
- Use the Classroom Performance System to facilitate review questions and knowledge games.

CRITICAL COMPONENTS:

MSPSG 7-9: Students will learn to navigate using a compass and topographic maps.

- a. Identify the symbols, colors, and features of a topographical map.
- b. Demonstrate how to measure straight-line distance on a topographical map using the scales on that map and procedures for calculating distances that exceed those scales.
- c. Describe how to determine distance on the ground using estimation and the factors that can cause underestimation or overestimation.
- d. Define the three base directions.
- e. Demonstrate how to determine and measure a magnetic azimuth.
- f. Demonstrate how to determine, measure, and plot a grid azimuth.
- g. Demonstrate how to determine a back azimuth.

ACADEMIC STANDARDS:

M7P1: Students will solve problems (using appropriate technology).

M7G1: Students will construct plane figures that meet given conditions.

S7CS3: Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

SAMPLE TASKS:

- Provide students with topographic map and magnetic compass to determine distance and direction.
- Use LandNav computer simulation game to practice orienteering skills.
- Students will negotiate an orienteering course to reinforce their skills.

CRITICAL COMPONENTS:

MSPSG 7-10: Students will identify ways young people can prepare for their career.

- a. Identify skills necessary for success in the workplace.
- b. Evaluate personal preferences to identify potential careers.
- c. Identify educational requirements for careers of personal interest.

ACADEMIC STANDARDS:

ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA7W4: The student consistently uses the writing process to develop, revise, and evaluate writing.

SAMPLE TASKS:

- Continue development of career portfolio from previous year.
- Conduct a mock job interview.
- Investigate local colleges and universities.
- Complete a personality evaluation.
- Create a collage encapsulating their career goals.

CRITICAL COMPONENTS:**MSPSG 7-11: Students will describe Skills USA.**

- a. Identify the leadership positions in a chapter.
- b. Define the purpose of a chapter.
- c. Identify the Key Facts of Skills USA.

ACADEMIC STANDARDS:

ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SAMPLE TASKS:

- Use www.skillsusa.org to research the Key Facts.
- Recite the motto and pledge from memory.
- Participate in an Opening Ceremony using a script.
- Have a high school Skills USA leader or state champion visit to talk about competitions.
- Conduct a school level competition in prepared speech using the Skills USA theme.
- Participate in a committee that plans a Skills USA club event such as a food drive, social event, or fundraiser.

READING STANDARD COMMENT:

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom

experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAEMRC-1: Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas.
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books.
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context.
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

WRITING:

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

CTAEW-1: The student demonstrates competence in a variety of genres.

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b. Excludes extraneous and inappropriate information.
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CTAEW-2: The student uses research and technology to support writing.

The student:

- a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
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- d. Uses appropriate structures to ensure coherence (e.g., transition elements).
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.

The student:

- a. Plans and drafts independently and resourcefully.
- b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c. Edits writing to improve word choice after checking the precision of the vocabulary.

ENTREPRENEURSHIP:

MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.

- a. Define entrepreneurship.
- b. Identify and analyze characteristics of a successful entrepreneur.
- c. Identify the reasons for planning in entrepreneurial businesses.
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- e. Assess global trends and opportunities.
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- g. Generate ideas for business.
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ACADEMIC STANDARDS:

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

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SSEF6: The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

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- a. Determine the relationship of competition to our private, free enterprise system.
- b. Explain the effects of competition on buyers and sellers.
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CTAE FOUNDATION SKILLS:

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The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

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CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

PROGRAM CONCENTRATION: Public Safety and Government

COURSE TITLE: Exploring Public Safety and Government Education – Eighth Grade

COURSE DESCRIPTION:

Exploring Public Safety and Government Education will provide the student a general overview of not only career options in the field but also a general understanding of the function and interconnection between the various agencies within government and public safety. Regardless of career choice the course will prepare students to be better citizens.

The student will also learn of the role of the criminal investigator. Included in this course will be the importance of preserving and documenting the crime scene, as well as tasks included in the performance of rolling and lifting fingerprints. Students will examine facial reconstruction software, developing an understanding of the importance of positive identification of suspects and unidentified victims. Students will also continue progress on their individual career plans and portfolios.

CRITICAL COMPONENTS:

MSPSG 8-1: Students will investigate careers in Public Safety.

- a) Identify major career opportunities in Public Safety.
- b) Create a Secondary Education Course Plan.

ACADEMIC STANDARDS:

ELA8R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA8W2: The student produces technical writing (letters of application, letters of recommendation, resumes).

SAMPLE TASKS:

- Explore www.gacollege411.org for career technology schools, colleges, and universities that may offer law enforcement, criminal justice, forensic, and related programs.

CRITICAL COMPONENTS:

MSPSG 8-2: Students will demonstrate methods of fingerprint development.

- a) Identify fingerprint patterns.
- b) Compare fingerprints from various sources and make positive identifications.
- c) Identify various appropriate methods of fingerprint development.
- d) Demonstrate methods of fingerprint collection.
- e) Describe the types of prints collected at a crime scene.
- f) Demonstrate the rolling/collecting of prints from a known suspect to a 10 print card.

ACADEMIC STANDARDS:

ELA8RC3: The student acquires new vocabulary in each content area and uses it correctly.

SAMPLE TASKS:

- Roll a set of fingerprints with ink on a 10-print card.
- Lift a fingerprint using powder, a brush and fingerprint tape.
- Have a fingerprint expert from the local sheriff's office or police department speak to the class about fingerprints.
- Explore the FBI for Kids site regarding fingerprints:
<http://www.fbi.gov/page2/dec03/prints121603.htm>

CRITICAL COMPONENTS:

MSPSG 8-3: Students will understand the difference between animal and human bones and will be able to distinguish the difference between male and female skeleton.

- a) Identify the bones in the human body.
- b) Distinguish both gender and racial features from a skeleton.
- c) Discuss the importance of anthropology as it relates to criminal investigation.
- d) Describe the importance of the use of facial reconstruction in police investigations, to include sketching, software and reconstruction of skulls.
- e) Demonstrate the use of facial reconstruction software (FACES).

ACADEMIC STANDARDS:

SAP2: Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body.

SAP3: Students will assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities.

SAP1: Students will analyze anatomical structures in relationship to their physiological functions.

SAMPLE TASKS:

- Use a laboratory skeleton to examine and identify human bones.
- Label human bones on a chart.
- Create composite using FACES software.

CRITICAL COMPONENTS:

MSPSG 8-4: Students will demonstrate the ability to successfully photograph and diagram a crime scene.

- a) Describe how to secure a crime scene.
- b) Explain how detectives protect themselves at a crime scene.
- c) Identify methods investigators use to record a crime scene.

- d) Demonstrate the photographing of a crime scene.
- e) Demonstrate the diagramming of a crime scene using triangulation or base line diagramming methods.

ACADEMIC STANDARDS:

MM4P1: Students will solve problems (using appropriate technology).

MM4P2: Students will reason and evaluate mathematical arguments.

MM4P3: Students will communicate mathematically.

MM1G3: Students will discover, prove, and apply properties of triangles, quadrilaterals, and other polygons.

SAMPLE TASKS:

- Photograph a mock crime scene.
- Diagram a mock crime scene using triangulation or baseline methods.

CRITICAL COMPONENTS:

MSPSG 8-5: Students will understand the process involved in identifying or eliminating handwriting samples during an investigation.

- a) Identify clues used to compare writing samples.
- b) Discuss the admissibility of handwriting evidence in court.

ACADEMIC STANDARDS:

ELA8LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SAMPLE TASKS:

- Conduct a lab in which students write a particular passage four times on separate pieces of paper. A few lines of a nursery rhyme such as “Humpty Dumpty” will work. Divide the samples amongst the students and have them identify the writer by comparing them to other samples.
- Research the use of handwriting analysis by law enforcement agencies on the state and federal level.
- Explore the FBI interactive investigation involving handwriting:
<http://www.fbi.gov/kids/6th12th/investigates/investtext.htm>

CRITICAL COMPONENTS:

MSPSG 8-6: Students will understand the role of criminal attorneys and the paralegals who work for them as those roles relate to a criminal trial.

- a) Describe the duties of attorneys and paralegals.
- b) Explain the required education for an attorney and a paralegal.
- c) Describe the trial process to include the opening statements, presentation of evidence, testimony of witnesses and the closing arguments.
- d) Demonstrate the introduction of an exhibit in court.
- e) Demonstrate the direct examination of a witness.

ACADEMIC STANDARDS:

ELA8RC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SAMPLE TASKS:

- Invite an attorney to speak to the class about their education and role in the court room.
- Invite a paralegal or District Attorney’s investigator to speak to the class about their education and responsibilities.
- Explore www.gacollege411.org for career technology schools, colleges, and universities that may offer paralegal programs or law schools.
- Conduct a partial mock trial involving the direct testimony of a criminal investigator. Include the introduction of evidence in this testimony.

CRITICAL COMPONENTS:

MSPSG 8-7: Students will demonstrate steps of basic life support.

- d) Identify the “killers” (airway obstruction, bleeding, and shock).
- e) Perform head-to-toe patient assessments.
- f) Demonstrate cardiopulmonary resuscitation on an infant, a child, and an adult (simulate using manikins).
- g) Demonstrate the application, operation, and maintenance of an automated external defibrillator trainer.

ACADEMIC STANDARDS:

ELA8R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

SAMPLE TASKS:

- Show video on proper use of AED device.
- Use the local school's AED device as an exhibit in class.

CRITICAL COMPONENTS:

MSPSG 8-8: Students will identify the common hazards most likely to affect his/her home.

- a) Identify the role individuals play in fire safety.
- b) Identify potential fire risks in the home and school.
- c) Identify locations of hazardous materials in the home.
- d) Identify the basic types of fire extinguishers.
- e) Explain the proper technique for using a fire extinguisher.

ACADEMIC STANDARDS:

ELA8R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

S8CS2 (b,c): Student will use standard safety practices for all classroom and field investigations.

SAMPLE TASKS:

- Use an extinguisher filled with water to demonstrate using a fire extinguisher.
- Create a home fire plan.
- Evaluate school evacuation routes and predict how obstacles in evacuation paths would change evacuations.

CRITICAL COMPONENTS:

MSPSG 8-9: Students will understand the operations of emergency communications centers.

- a) Explain the role of the emergency dispatcher.
- b) Explain the three general types of calls dispatchers might receive.
- c) Demonstrate appropriate use of Public Safety communications systems and equipment.

ACADEMIC STANDARDS:

ELA8R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

SAMPLE TASKS:

- Use hand held walkie-talkies to simulate radio communication.
- Learn the signals and call codes from a local agency and listen to a scanner to identify calls.

CRITICAL COMPONENTS:

MSPSG 8-10: Students will understand the importance of Personal Disaster Planning.

- a) Demonstrate preparing the home, school and community in advance to minimize disaster repercussions.
- b) Identify potentially hazardous conditions in different types of structures and their contents during a disaster.

ACADEMIC STANDARDS:

ELA8R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

M8P4: Students will make connections among mathematical ideas and to other disciplines.

SAMPLE TASKS:

- Assemble a disaster supply kit.
- Develop a disaster plan.
- Draw a diagram/escape plan for his/her home.

CRITICAL COMPONENTS:

MSPSG 8-11: Students will understand what to do in the event of an emergency.

- a) Demonstrate the use of safe techniques for debris removal and victim extrication.
- b) Describe the most common techniques for searching a structure.

ACADEMIC STANDARDS:

ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

SAMPLE TASKS:

- Conduct an activity where a student is “trapped” under a dry-erase board and other students use fulcrums, leverage and cribbing to safely remove the “victim.”
- Search for a “victim” in a dark room using search techniques.

CRITICAL COMPONENTS:

MSPSG 8 -12: Students will determine the causes of conflict and apply conflict resolution techniques.

- a) Describe the four basic causes of conflict.
- b) Analyze five different types of conflict.
- c) Recognize the impact of conflict on relationships.

- d) Apply awareness of differences in behavior preferences to conflict situations and resolution.
- e) Assess personal conflict management skills and evaluate steps to managing conflict.
- f) Determine the common causes and effects of anger in interpersonal relationships.
- g) Select strategies for controlling anger.

ACADEMIC STANDARDS:

S8CS3: Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

S8CS10: Students will enhance reading in all curriculum areas by building vocabulary knowledge.

M8D1: Students will apply basic concepts of set theory.

M8D4: Students will organize, interpret, and make inferences from statistical data.

SAMPLE TASKS:

- Participate in student-to-teacher, student-to-student, and group verbal interactions.
- Use the automated success profiler to develop an action plan for developing anger management skills.
- Use the automated success profiler to develop an action plan for developing conflict management skills.
- Develop a personal plan for resolving conflicts.
- Use the Classroom Performance System to facilitate review questions and knowledge games.

CRITICAL COMPONENTS:

MSPSG 8-13: Students will develop strategies for resolving conflict in a diverse, multicultural setting.

- a) Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others.
- b) Compare two or more points of view and the reason behind them.
- c) Identify appropriate intervention guidelines.
- d) Identify techniques for reducing conflict within a diverse population.
- e) Clarify particular points of disagreement and agreement.
- f) Differentiate between arbitration and mediation.
- g) Compare mediation techniques.

ACADEMIC STANDARDS:

ELA8RC2: The student will participate in discussions related to curricular subject area.

ELA8LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SAMPLE TASKS:

- Participate in role-play to target specific behavioral skills.
- Use interactive videos to enhance personal response aptitude.
- Participate in student-to-teacher, student-to-student, and group verbal interactions.
- Use knowledge games through the Classroom Performance System.

CRITICAL COMPONENTS:

MSPSG 8-14: Students will identify ways they can prepare for their career.

- a. Identify skills necessary for success in the workplace.
- b. Evaluate personal preferences to identify potential careers.
- c. Identify educational requirements for careers of personal interest.
- d. Evaluate educational requirements for careers of student interest to create a secondary and post-secondary education plan.

ACADEMIC STANDARDS:

ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA7W4: The student consistently uses the writing process to develop, revise, and evaluate writing.

SAMPLE TASKS:

- Continue development of career portfolio from previous year.
- Conduct a mock job interview.
- Investigate local colleges and universities.
- Complete a personality evaluation.
- Create a collage encapsulating their career goals.
- Prepare a schedule for high school that addresses career goals and graduation requirements.

CRITICAL COMPONENTS:

MSPSG 8-15: Students will investigate secondary Skills USA participation.

- a. Identify the elements of the program of work.
- b. Evaluate the requirements for the Statesman Award.
- c. Describe competitions at the secondary level.

ACADEMIC STANDARDS:

ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SAMPLE TASKS:

- Create a program of work with a group of students.
- Take the Statesman Award Evaluation.
- Participate in an Opening Ceremony using a script.
- Have a high school Skills USA leader or competition champion visit to talk about high school.
- Participate in a school level competition selected from the list of secondary level competitions.

READING STANDARD COMMENT

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

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