

Implementation date

Fall 2009

PROGRAM CONCENTRATION: Public Safety
CAREER PATHWAY: Law and Justice
COURSE TITLE: Law, Community Response, and Policing

Note: The Law and Justice Pathway is designed to provide students with career-focused educational opportunities in various public safety fields. Each course has elements which cover tactics, methods, and skills utilized by law enforcement and other public safety fields that should be taken into consideration when assessing implementation options. School boards should evaluate criteria for student enrollment that account for successful completion of future background investigations required for entry into such careers.

Prerequisite: Introduction to Law and Justice

Course Description: This course emphasizes the structure of the American legal system while examining constitutional legal issues. Students will explore the difference between common and statutory law in the context of how legal precedent is established. The course will explore the rights of citizens guaranteed by the United States and Georgia constitutions. Students will also evaluate the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments. Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution. Major emphasis will be placed on the role and decisions of the United States Supreme Court. Students will utilize reading, writing, and critical thinking in the analysis of cases in a mock trial. In addition to legal issues, students will be exposed to advanced law and justice skills. Activities include tactics, methods, and skills utilized in the law enforcement field. Students will attain skills for dealing with disasters and emergency situations. The course culminates with students demonstrating their skills through participation in a simulated disaster scenario. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal Emergency Management Agency (FEMA) and Georgia Emergency Management Agency (GEMA). Upon completion of the course requirements and the final disaster simulation, students may be eligible to obtain certifications in Community Emergency Response Team (CERT), American Heart Association (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR.

CAREERS IN LAW AND JUSTICE:

Students will explore the broad range of occupations offered in the related law and justice fields. Students will explore personal preferences and abilities to begin to identify a potential occupational path. Students will evaluate requirements for their preferred career path as well as relevant post-secondary education.

Implementation date

Fall 2009

PS-LCRP-1. Students will explore the different careers available in the field of law and justice.

- a. Identify major career options within the law and justice field.
- b. Compare educational requirements of various law and justice fields.
- c. Investigate personal preferences for careers.
- d. Demonstrate understanding of a personal, post-secondary plan.

Academic Standards:

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4 The student establishes a context for information acquired by reading across subject areas.

ELA10W3 The student uses research and technology to support writing.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

THE HISTORY AND STRUCTURE OF THE AMERICAN LEGAL SYSTEM

Upon completion of this unit, students will describe the history and development of our court system. Students will also explain the court system's structure and participants. Finally, students will assess the relationships between various entities to see a trial through to a verdict.

PS-LCRP-2. Students will explain the history and characteristics of the structure of the American court system.

- a. Describe the development of the court system in America.
- b. Evaluate the judicial system's role in our society today.
- c. Explain the concept of the dual-court system.
- d. Compare state and federal court systems.
- e. Explain criminal and civil court structures and processes.

Academic Standards:

SSCG3 The student will demonstrate knowledge of the United States Constitution.

Implementation date

Fall 2009

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

SSCG21 The student will demonstrate knowledge of criminal activity.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

SSWH21 The student will analyze globalization in the contemporary world.

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

PS-LCRP-3. Students will identify and explain the various roles of courtroom participants.

- a. Identify the roles, responsibilities, selection processes, and qualifications of judges.
- b. Explain the responsibilities, discretion, and influence of the prosecuting attorney.
- c. Explain the responsibilities and ethics of defense attorneys.
- d. Debate issues in indigence defense.
- e. Explain the roles of the bailiff, court administrators, court reporters, clerk of court, and expert witnesses.
- f. Evaluate the roles of non-professional court participants including witnesses, jurors, victims, the defendant, and the media.
- g. Describe the relationship between various systems to see a trial brought to a verdict.

Academic Standards:

SSCG22 The student will demonstrate knowledge of the criminal justice process.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

Implementation date
Fall 2009

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

FEDERAL AND GEORGIA CRIMINAL LAW

Students will identify which cases fall under federal or state purview. Students will also determine appropriate charges based upon the facts of a case.

PS-LCRP-4. Students will demonstrate a basic understanding of state and federal criminal codes.

- a. Identify the elements of crimes commonly prosecuted.
- b. Compare the federal and state criminal definitions of crimes commonly prosecuted.
- c. Identify the ways crimes are classified and categorized.
- d. Compare criminal defenses.
- e. Evaluate a case and determine proper prosecutorial response.

Academic Standards:

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG21 The student will demonstrate knowledge of criminal activity.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

CONSTITUTIONAL LAW

Students will explain the importance of contributions provided by constitutions—both the United States Constitution and the Constitution of the State of Georgia. Students will identify how constitutions define the structure of government and the rights of citizens.

Implementation date

Fall 2009

PS-LCRP-5. Students will demonstrate knowledge of the importance of the United States and Georgia Constitutions and the basic protections and restrictions guaranteed by the Bill of Rights.

- a. Discuss the Fourteenth Amendment and due process.
- b. Identify the Fourth Amendment: protection against unreasonable search and seizures.
- c. Discuss the Fifth Amendment: protection against self-incrimination and double jeopardy.
- d. Discuss the Sixth Amendment: right to counsel and a fair trial.
- e. Discuss the Eighth Amendment: protection against excessive bail, excessive fines, and cruel and unusual punishment.

Academic Standards:

SSCG3 The student will demonstrate knowledge of the United States Constitution.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG21 The student will demonstrate knowledge of criminal activity.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

PS-LCRP-6. Students will apply knowledge of major United States Supreme Court decisions to the role and function of law enforcement.

- a. Evaluate the restraints placed on law enforcement officers by the Bill of Rights.
- b. Discuss the laws of search and seizure in law enforcement scenarios.
- c. Apply the laws of interviews and interrogations in law enforcement scenarios.
- d. Apply the Miranda warning appropriately in various law enforcement scenarios.

Implementation date
Fall 2009

Academic Standards:

SSCG3 The student will demonstrate knowledge of the United States Constitution.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

PS-LCRP-7. Students will identify how constitutions define the structure of government and the rights of citizens.

- a. Analyze the rights and responsibilities of United States citizens.
- b. Examine constitutional issues arising from the use of technology.

Academic Standards:

SSCG3 The student will demonstrate knowledge of the United States Constitution.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

CRIMINAL PROCEDURE

Students will follow the formation of a criminal investigation from initial complaint through the pretrial process. Students will connect constitutional safeguards to the prosecutorial process.

PS-LCRP-8. Students will link constitutional limitations to proper prosecutorial procedure.

- a. Identify each stage of the criminal investigation leading to indictment.
- b. Appraise the constitutionality of police investigative actions.

Implementation date

Fall 2009

- c. Demonstrate basic understanding of probable cause.
- d. Describe Supreme Court cases that impact the justice system.

Academic Standards:

ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG21 The student will demonstrate knowledge of criminal activity.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

PRE-TRIAL PROCEDURES

Students will identify pretrial activities in which both prosecutors and defense attorneys engage.

PS-LCRP-9. Students will explore the roles of each participant in the pretrial process.

- a. Identify each participant in the process.
- b. Distinguish between each pretrial stage.
- c. Identify rationales for how prosecutors choose criminal charges.
- d. Determine appropriate constitutional challenges for given pretrial scenarios.
- e. Debate the plea bargaining process.

Academic Standards:

ELA12W1 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.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SSCG21 The student will demonstrate knowledge of criminal activity.

Implementation date
Fall 2009

SSCG22 *The student will demonstrate knowledge of the criminal justice process.*

JURIES, TRIAL PROCEDURES, AND EXAMINATIONS

Students will experience a criminal trial via mock trial.

PS-LCRP-10. Students will explain how juries are selected.

- a. Explain voir dire.
- b. Assess a case for jury selection strategies.
- c. Identify constitutional requirements relating to the jury.

Academic Standards:

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA12W3 The student uses research and technology to support writing.

ELA12C1 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.

SSCG22 *The student will demonstrate knowledge of the criminal justice process.*

SSCG3 *The student will demonstrate knowledge of the United States Constitution.*

PS-LCRP-11. Students will participate in a mock trial.

- a. Explain the stages of a trial after jury selection.
- b. Appraise a case for prosecutorial and defense strategies.
- c. Design an opening and closing statement.
- d. Establish evidence through direct examination.
- e. Challenge testimony through cross examination.
- f. Predict constitutional challenges to trial errors.
- g. Formulate proper objections.

Academic Standards:

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and

Implementation date

Fall 2009

group verbal interactions.

ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

SSCG21 The student will demonstrate knowledge of criminal activity.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

POST TRIAL LEGAL PROCEDURES

Students will investigate legal issues which occur once a defendant is convicted.

PS-LCRP-12. Students will examine the post trial process.

- a. Identify the different appellate courts and their jurisdictions.
- b. Evaluate a case for constitutional and legal challenges.
- c. Debate correctional legal issues.
- d. Compare the state and federal appeals process specific to capital punishment.
- e. Justify their opinion on capital punishment.

Academic Standards:

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4 The student establishes a context for information acquired by reading across subject areas.

ELA10W3 The student uses research and technology to support writing.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

Implementation date

Fall 2009

CIVIL LAW

Students will be introduced to civil law and its procedures.

PS-LCRP-13. Students will be able to define civil law and cite examples of the primary areas of civil law.

- a. Define civil law.
- b. Compare civil vs. criminal law.
- c. Identify categories of civil law.

Academic Standards:

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

SSWH21 The student will analyze globalization in the contemporary world.

PS-LCRP-14. Students will identify the functions of civil lawsuits.

- a. Compare all parties involved in a civil suit versus a criminal trial.
- b. Indicate the primary purposes of civil lawsuits.
- c. Describe the types of civil lawsuits.

Academic Standards:

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

PS-LCRP-15. Students will advocate for a particular issue in a mock civil hearing.

- a. Conduct a mock civil hearing.
- b. Describe the procedures involved.
- c. Research Georgia's statutes of limitations as they apply to civil law.

Implementation date

Fall 2009

Academic Standards:

ELA10W3 The student uses research and technology to support writing.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

PS-LCRP-16. Students will apply civil law to law enforcement.

- a. Explain laws prohibiting discrimination including Title VII of the Civil Rights Act and the Americans with Disabilities Act.
- b. Discuss the relationship between an officer's improper use of discretion and potential liability for violating an individual's civil rights.

Academic Standards:

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

COMMUNITY EMERGENCY RESPONSE TEAM (CERT) TRAINING

Students will learn how they may respond to emergencies in their community. This content follows the CERT certification program. CERT certification may be available for students. Cardiopulmonary resuscitation instruction may provide certification where available. Disaster medical training may provide first aid certification where available.

PS-LCRP-17. Students will discuss the following disaster preparedness/emergency management agencies, including but not limited to: Department of Homeland Security, Federal Emergency Management Agency (FEMA), Citizens Corps, and Georgia Emergency Management Agency (GEMA).

- a. Discuss the history of the most common national, regional, state, and local disaster preparedness/emergency management agencies.
- b. Discuss the primary focus of the Citizens Corps.
- c. Differentiate between the basic responsibilities of each in an emergency/disaster situation: Citizens Emergency Response Team Member, Medical Reserve Corps Representative, First Responders, and Emergency Medical Technicians.

Implementation date
Fall 2009

Academic Standards:

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

PS-LCRP-18. Students will demonstrate the steps of Basic Life Support (BLS).

- a. Demonstrate cardiopulmonary resuscitation on an infant, a child, and an adult (simulate using manikins).
- b. Utilize personal protective devices and the use of standard precautions for disease prevention.
- c. Identify when cardiopulmonary resuscitation may be discontinued once it has been initiated.
- d. Demonstrate the application, operation, and maintenance of an automated external defibrillator trainer.

Academic Standards:

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

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.

SAP4 Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.

PS-LCRP-19. Students will identify the types of hazards most likely to affect their homes and communities and describe steps to prepare for emergencies.

- a. Define a disaster.
- b. Identify participants which make up the response workforce.
- c. Analyze the potential effect of extreme emergencies and disasters on infrastructures, including but not limited to transportation, electrical service,

Implementation date

Fall 2009

telephone communication, fuel, food, water, shelter, and emergency services.

- d. Identify potentially hazardous conditions on the various types of structures and their contents during a disaster.
- e. Evaluate the steps to reduce the risk of damage from hazards that threaten local areas.
- f. Demonstrate preparing the home, school, workplace, and community in advance to minimize disaster repercussions, including but not limited to assembling a disaster supply kit, developing a disaster plan, and designating a safe room.
- g. Describe the difference between evacuation versus sheltering in place.
- h. Identify laws that protect disaster workers from liability.

Academic Standards:

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

MM4P1 Students will solve problems (using appropriate technology).

MM4P4 Students will make connections among mathematical ideas and to other disciplines.

PS-LCRP-20. Students will describe the various origins of fires, classes of fires, and the correct means to extinguish each type of fire.

- a. Explain the role that individuals play in fire safety.
- b. Identify potential fire risks in the home, school, and workplace.
- c. Conduct a basic size-up for a fire emergency.
- d. Describe minimum safety precautions, including safety equipment and utility control.
- e. Identify locations of hazardous materials in the home.
- f. Extinguish small fires using a fire extinguisher.

Academic Standards:

SC5 Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst.

MM4P1 Students will solve problems (using appropriate technology).

MM4P4 Students will make connections among mathematical ideas and to other disciplines.

Implementation date

Fall 2009

PS-LCRP-21. Students will identify and treat injuries of victims in a simulated disaster or emergency situation.

- a. Identify the “killers” (airway obstruction, bleeding, and shock).
- b. Apply techniques for opening the airway, controlling bleeding, and treating for shock.
- c. Conduct triage under simulated disaster conditions.
- d. Identify sanitation measures to protect the public health.
- e. Perform head-to-toe patient assessments.
- f. Apply splints to suspected fractures and sprains and employ basic treatments for other wounds.

Academic Standards:

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

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.

SAP4 Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.

PS-LCRP-22. Students will analyze the components of an effective search and rescue operation.

- a. Identify size-up requirements for potential search and rescue situations.
- b. Describe the most common techniques for searching a structure.
- c. Distinguish between simple and complex access.
- d. Demonstrate the use of safe techniques for debris removal and victim extrication, including but not limited to the use fulcrums and leverage, cribbing techniques, and victim transportation maneuvers.
- e. Describe methods to protect rescuers during search and rescue operations.
- f. Understand the role that maps and Global Positioning Systems (GPS) play in search and rescue operations.
- g. Demonstrate proper communication with both emergency dispatch (911) and other rescuers.

Academic Standards:

MM2P1 Students will solve problems using appropriate technology.

Implementation date
Fall 2009

MM2P4 Students will make connections among mathematical ideas and to other disciplines.

PS-LCRP-23. Students will evaluate techniques for managing intra-personal reactions to crisis situations to assist in effectively meeting the needs of the victims and rescuers.

- a. Describe the disaster and post-disaster emotional environment.
- b. Describe the steps that rescuers can take to relieve personal stress and the stress of disaster survivors.

Academic Standards:

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

PS-LCRP-24. Students will explore terrorism.

- a. Identify common terrorist goals.
- b. Identify potential targets in the community.
- c. Discuss operating procedures for a terrorist incident.
- d. Identify the most commonly used terrorist weapons.
- e. Discuss the B-NICE indicators and the cues that help to identify when a terrorist attack has occurred.
- f. Describe the actions to take following a suspected terrorist incident.

Academic Standards:

MM4P1 Students will solve problems (using appropriate technology).

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

SAP4 Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.

SC5 Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst.

SPS3 Students will distinguish the characteristics and components of radioactivity.

Implementation date
Fall 2009

SP3 Students will evaluate the forms and transformations of energy.

SP4 Students will analyze the properties and applications of waves.

ADVANCED POLICE SKILLS AND TACTICS

Dispersed throughout the course are the following advanced police activities.

PS-LCRP-25. Students will demonstrate proficiency in advanced police skills and tactics.

- a. Demonstrate basic control holds used by law enforcement officers.
- b. Utilize handcuffs to properly secure a subject.
- c. Assess appropriate levels of force required from given situations.
- d. Explain proper use of batons and other less-than-lethal options.
- e. Utilize techniques employed by officers in patrol operations.
- f. Assess vehicle approach situations.
- g. Select proper techniques in traffic stops in given vehicle approach situations.
- h. Formulate a plan for proper tactical entry into a building.
- i. Demonstrate clearing a building including navigating unique architectural features.
- j. Explain techniques for handling non-compliant detainees.
- k. Distinguish between a variety of strikes and pressure points used in law enforcement.

Academic Standards:

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

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.

SC5 Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

Implementation date
Fall 2009

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage 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 grades 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.

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

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.

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.

Building Vocabulary Knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.

Implementation date

Fall 2009

- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

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.

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.

Implementation date
Fall 2009

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.