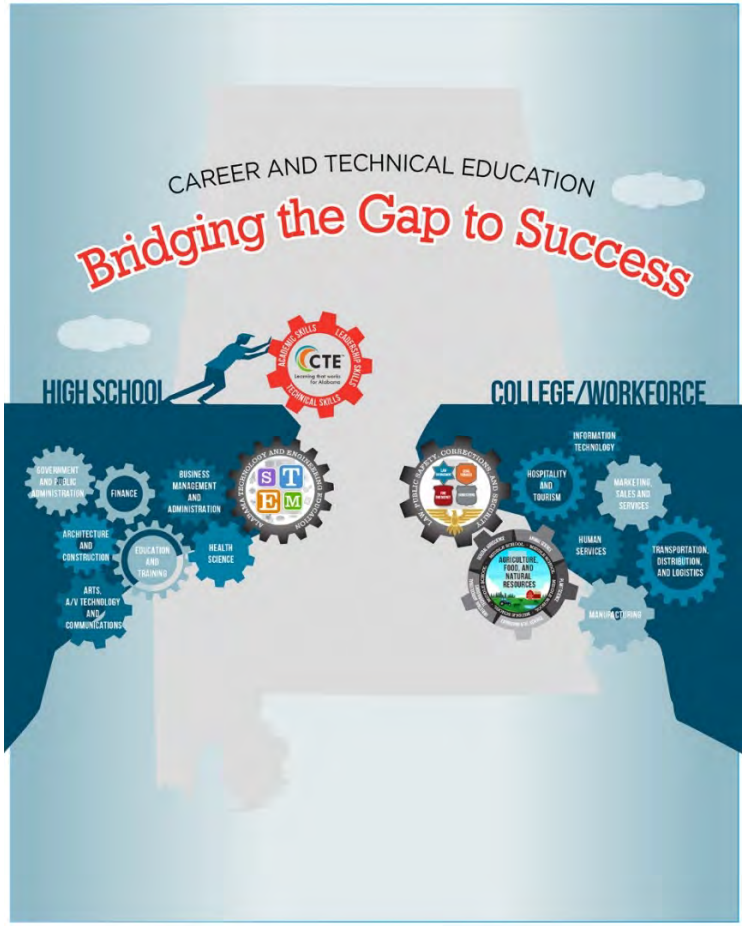
2020 Alabama Course of Study

Career and Technical Education



Eric G. Mackey, State Superintendent of Education
Alabama State Department of Education

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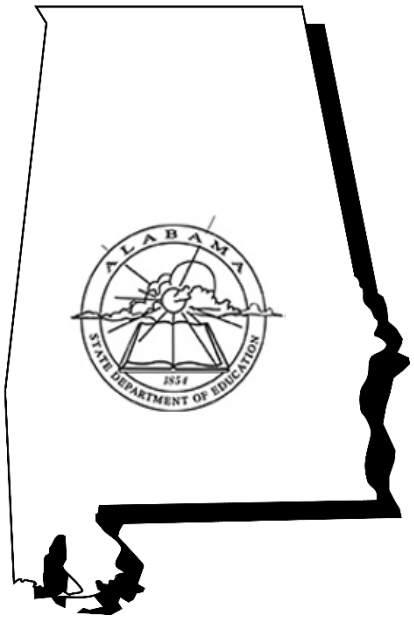
2020 Alabama Course of Study
Law, Public Safety, Corrections, and Security



Eric G. Mackey
State Superintendent of Education

STATE SUPERINTENDENT OF EDUCATION MESSAGE

Dear Alabama Educator:

The *2020 Alabama Course of Study: Career and Technical Education, Law, Public Safety, Corrections, and Security* presents standards designed to prepare students for the career and technical demands of the future, both in the workplace and in the postsecondary education setting. This document contains a challenging set of standards designed to promote students' engagement and career interests in Law, Public Safety, Corrections, and Security fields. I encourage each system to use the document in developing local curriculum guides that determine how local school students will achieve and even exceed these standards.

The *2020 Alabama Course of Study: Career and Technical Education, Law, Public Safety, Corrections, and Security* was developed by educators and business and community leaders to provide a foundation for building quality Law, Public Safety, Corrections, and Security programs across the state. Implementing the content of this document through appropriate instruction will promote students' exploration and enhance preparation for further study and careers in a variety of legal and public safety fields.

Eric G. Mackey
State Superintendent of Education

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Law, Public Safety, Corrections, and Security
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2020 Alabama Course of Study: Career and Technical Education

Law, Public Safety, Corrections, and Security

PREFACE

The *2020 Alabama Course of Study: Career and Technical Education, Law, Public Safety, Corrections, and Security* provides the framework for Grades 9-12 law, public safety, corrections, and security programs in Alabama's public schools. Content standards in this document are minimum and required (*Code of Alabama,* 1975, §16-35-4). They are fundamental and specific, but not exhaustive. In developing local curriculum, school systems may include additional content standards to reflect local philosophies and add implementation guidelines, resources, and activities which are beyond the scope of this document.

The 2020 Alabama Career and Technical Education Course of Study Committee and Task Force conducted extensive research during the development of this course of study, analyzing career and technical education standards and curricula from other states, previous versions of Alabama's career and technical education courses of study, and national standards. The Committee and Task Force also listened to and read statements from interested individuals and groups throughout the state, and thoroughly discussed issues among themselves and with colleagues. The Committee and Task Force reached consensus and developed what members believe to be the best Law, Public Safety, Corrections, and Security Course of Study for students in Alabama's public schools.

2020 Alabama Course of Study: Career and Technical Education

Law, Public Safety, Corrections, and Security Services

ACKNOWLEDGMENTS

This document was developed by the Law, Public Safety, Corrections, and Security Services Committee and Task Force of the 2020 Alabama Career and Technical Education Course of Study Committee and Task Force, composed of high school and college educators appointed by the Alabama State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Force began work in March of 2019 and submitted the document to the Alabama State Board of Education for adoption at the April 2020 meeting.

2020 Law, Public Safety, Corrections, and Security Services Course of Study Committee and Task Force

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2020 Alabama Course of Study: Career and Technical Education

GENERAL INTRODUCTION

Alabama's Career and Technical Education programs empower students with the workplace-readiness skills necessary for success in the 21st Century. As a result, students are productive citizens who are prepared with the necessary knowledge and skills for postsecondary education and employment. Career and technical education provides opportunities for students to combine core academic content with rigorous and relevant technical knowledge and skills.

The 2020 *Alabama Course of Study: Career and Technical Education* is intended for all students in Grades 6-12. Alabama's career and technical education programs promote students' career awareness through engaging career exploration and development activities. Career and Technical Education programs focus on providing students with the knowledge and skills that reinforce attainment of academic core content through hands-on experiential learning. These programs are organized into the sixteen national career clusters identified by the United States Department of Education, which arrange instruction into groups of similar occupations. Within the sixteen national career clusters, separate course content standards have been developed for more than fifty career pathways.

Alabama's Career and Technical Education programs are designed to keep abreast of the rapid changes in business and industry and be responsive to the current and future workforce demands. Rigor in each course of study is derived from core academic content and industry-specific knowledge and skills required for students to achieve, maintain, and advance in employment in a particular career pathway. The level of academic and workplace rigor determines the degree to which each Alabama Career and Technical Education program prepares students for high-skill, high-wage, and in-demand careers. For each career and technical education program, industry-recognized credentials of value and certifications have been established that validate the rigor of the curriculum to students, parents, and members of business and industry. In addition, articulation agreements, in partnership with the Alabama Community College System, are developed to allow for a seamless transition for students to further their education.

Alabama's growing economy has created the demand for more highly-skilled workers. Alabama's Career and Technical Education programs, through the implementation of each career cluster's course of study, equip students with the employability skills and technical knowledge necessary to meet current and future workforce demands by preparing them for lifelong learning.

2020 Alabama Course of Study:
Law, Public Safety, Corrections, and Security

CONCEPTUAL FRAMEWORK

2020 Alabama Course of Study:
Law, Public Safety, Corrections, and Security

CONCEPTUAL FRAMEWORK

The conceptual framework pictured above is a graphic representation of the Law, Public Safety, Corrections, and Security cluster. The gear encompasses each of the four pathways in the cluster: Law Enforcement, Legal Services, Fire and Emergency Services, and Corrections. Each pathway is independent, yet all work together while maintaining integrity, duty, and honor.

The colors are symbolic of all areas of the public safety professions: red for Fire and Emergency Services, blue for Law Enforcement, silver for Corrections, and orange for Legal Services. The shields and badges, superimposed on a map of Alabama, represent the official nature of careers in this field, and the eagle represents service to our nation and its citizens.

The gear's shape connects it to the bridge linking secondary career and technical education coursework to postsecondary education and the workforce.

2020 Alabama Course of Study:
Law, Public Safety, Corrections, and Security

CLUSTER INTRODUCTION

In the Law, Public Safety, Corrections, and Security cluster, students choose among four pathways – Law Enforcement Services, Correctional Services, Legal Services, or Emergency and Fire Management Services. Students pursuing these pathways should possess adequate knowledge and skills in the areas of mathematics, science, communication, and technology.

Numerous challenging education and training opportunities exist within the highly skilled world of law, public safety, corrections, and security. Students gain knowledge and skills through an active, structured, and stimulating environment coordinated with simulated workplace learning experiences. This cluster's classrooms and laboratories provide safe and appropriate settings for student exploration and assessment.

Career and technical student organizations (CTSOs) are integral, co-curricular components of each career and technical education course. These organizations serve to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth. CTSO participation is highlighted in the Foundational Standards included in each course.

Career Readiness Indicators (CRIs) are credentials awarded by an educational institution based on completion of all requirements for a program of study, including coursework and tests. Students can earn CRIs through their high school coursework in the Law, Public Safety, Corrections, and Security cluster. Many of the Career Readiness Indicators (CRIs) require a student to be at a specific age or grade level, to complete specified prerequisites, and/or to achieve certain test scores. Students who successfully complete the required courses are eligible to test for a CRI through the Alabama Fire College.

Emergency and Fire Management Services: Fires accidents, and other emergencies take thousands of lives and destroy property worth billions of dollars every year. Firefighters and emergency services workers help protect the public when crises or disasters happen by rapidly responding to a variety of emergencies. These first responders may be called upon to put out a fire, treat injuries, or perform other vital functions.

Correctional Services: Workers in correctional services are responsible for overseeing individuals who waiting trial after being arrested or are serving time in a jail, reformatory, or penitentiary after being convicted of a crime. While the primary mission of corrections is protection of the public, many in this field are also involved with the education, treatment, and reintegration of offenders.

Law Enforcement Services: People depend on police officers and detectives to protect their lives and property. Law enforcement officers have duties that range from controlling traffic to preventing and investigating crimes. They maintain order; enforce laws and ordinances; issue traffic summonses; investigate accidents; present evidence in court; serve legal documents for the court system; and apprehend, arrest, and process prisoners.

Legal Services: The legal system affects nearly every aspect of life, from buying a home to crossing the street. The Legal Services pathway prepares the workers who make up this vital system. They hold positions of great responsibility and are obligated to adhere to a strict code of ethics.

POSITION STATEMENTS

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

Classroom and Laboratory Environment

The effective career and technical education classroom is equipped with current and emerging technologies and other supplies and materials representative of the content area. In such a classroom, students and teachers utilize equipment to enhance a variety of classroom instruction and learning activities. The career and technical education classroom environment is unlimited and encompasses more than the traditional four walls of the classroom. Students and teachers should have access to laboratory environments on and off campus that provide students with practical and real-world experiences in the industry represented.

Technology, Equipment, and Facilities

Adequate classroom equipment must be available, maintained, and upgraded according to a regularly scheduled plan. In addition, other classroom supplies and materials such as textbooks, reference materials, and software should be readily available for student use to support instruction, including access to classroom libraries, reading and research areas, and material centers. Maintaining up-to-date technology enhances students' learning and readies them for future career opportunities. Sufficient funds must be allocated to support the technology and materials necessary for a superior career and technical education program. Facilities include but are not limited to computer laboratories, general construction laboratories, and flexible multi-purpose makerspaces.

Safety and Training

Student safety is a prime consideration in any location of the learning environment. A written safety plan is an essential part of planning, implementing, and evaluating each career and technical education program. An effective plan may include federal, state, local, school, and program guidelines. Students are required to pass a safety test with one hundred per cent accuracy before having access to available equipment.

The most effective training is derived from the realistic and challenging training environments that quality instructors can provide. The training environment consists of conditions, supporting resources, and time, which enable students to train to a specified level of proficiency through individual and group tasks.

The instructors, professional partners, and community assets set the conditions of the training event to create as much realism as possible while maintaining maximum safety. Training resources can augment and enhance the training environment to create a more challenging and complex training for all participants.

Professional Development

As technology and instructional methods continue to change, it is essential for teachers to take advantage of professional development and technical training opportunities to stay abreast of current trends and methods pertaining to their content area and the industry represented. Teachers who continually expand their knowledge and skills are able to adjust the learning environment to reflect current and emerging trends in teaching methods and learning styles. Regular assessment by students, educators, administrators, and business and industry also strengthens the instructional program and enhances professional development.

Administrative Support

Administrative support is essential in providing the necessary components for a successful career and technical education program. Administrators should recruit highly qualified teachers who possess appropriate credentials. Time must be provided for professional development activities and for planning for integration of academic content areas into the Law, Public Safety, Corrections, and Security cluster. Funding must be secured for professional development programs and for industry certification for teachers. In addition, administrators should actively participate in marketing the career and technical education programs within the school and within the community.

Instructional Model

In the career and technical education classroom, it is imperative that students apply knowledge, skills, and ideas to solve problems and make decisions. The Law, Public Safety, Corrections, and Security course of study is designed to address the challenges of a changing, technological, diverse, and global society. Students develop their abilities to analyze, communicate, manage, and lead. The Law, Public Safety, Corrections, and Security curriculum is project-based, process-oriented, and work-based.

The rigorous content standards contained in this document require students to use creative and innovative, critical-thinking skills. Utilization of this document requires teachers to identify the issue or concern addressed in a specific content standard and then to plan appropriate learning experiences. These experiences should be project-based and require higher-order thinking, communication, management, and leadership skills.

The Law, Public Safety, Corrections, and Security curriculum should emphasize the integration of academics. To achieve the solution to a given problem, students must possess an adequate foundation in communication skills for reading, writing, speaking, listening, viewing, and presenting; knowledge and skills in mathematics, science, and social studies; and knowledge of current and emerging technologies.

The Law, Public Safety, Corrections, and Security curriculum should emphasize the integration of workplace demands, essential, and/or soft skills where students' individual learning styles and interests require the use of various instructional strategies. Individual needs of students must be determined by a variety of assessments that evaluate interests, aptitudes, and abilities. Once individual needs have been determined for special populations, a support service program should be planned cooperatively with the career and technical education teacher and other appropriate personnel. Individual education plans are more effective when developed with career and technical education instructors. Courses and equipment may be tailored to ensure equal access to the full range of learning experiences and skill development in the Law, Public Safety, Corrections, and Security curriculum.

Student Organizations

Nationally affiliated student organizations such SkillsUSA are an integral part of classroom instruction in each career and technical education program. SkillsUSA enhances personal development, leadership and career opportunities in Law, Public Safety, Corrections, and Security, whereby members apply and integrate these concepts through intra-curricular activities, competitions and related programs. The focus of these organizations is to help students develop an understanding of all aspects of industry and technology in the program areas while learning teamwork and leadership skills. Goals of student organizations include:

- developing individual potential;
- developing effective leadership and citizenship skills through social, economic, scholastic, and civic activities;
- increasing knowledge and understanding of an ever-changing society;
- assisting in the exploration of occupational choices and the development of essential workplace skills;
- participating in career development events; and
- serving the school and community through service projects.

Business-Industry-School Relationships

Certification

Maintaining relationships with local businesses and industries is vital to the Career and Technical Education program certification process as well as to federal funding through the Carl D. Perkins legislation. Certain elements of program certification require local industries to participate in the Career and Technical Education program's adoption of industry standards. Representatives from local businesses and industries interact with school programs to address the ever-changing needs of the competitive global economy. From this interaction, program structure is reviewed to ensure that needs are being met through lesson plans, instructional techniques, facilities, professional development, technical updates, equipment, and implementation of CTSOs.

Student Work Experience

As students begin to plan careers, they must have opportunities to visit, tour, and work at local industries and businesses. Real-world experiences such as cooperative education, internships, apprenticeships, and job shadowing are beneficial to enhance classroom learning. Continuous feedback from students and supervisors provides further assessment of the program and facilitates changes necessary to satisfy industry needs.

Advisory Councils and Partnerships

In accordance with Alabama Department of Education guidelines, each career and technical education program has an advisory council that will provide opportunities to establish partnerships as a means for professional input regarding equipment needs, curriculum emphasis, technical updates, and problem solving. This external support is a necessary link to business and industry for the potential acquisition of equipment, resource materials, community support, and qualified speakers. These resources include judges for student career development events, program sponsors, financial support, scholarships, field trip sites, and other program needs.

Community Involvement and Service

There are many ways students and teachers become involved with community and service projects. Mentoring activities may include teacher-to-teacher, teacher-to-student, student-to-student, student-to-community resident, and community member-to-students-and-teacher. Local organizations such as community civic clubs, professional educational organizations, youth organizations, and community adult education organizations are valuable resources for career and technical education programs. Open houses, tours, and presentations provide families and other interested citizens with opportunities to become more involved in the education environment.

Postsecondary and Higher Education Credit

Postsecondary and higher education articulation is a significant element in a student's career cluster. Secondary and postsecondary instructors must communicate on a regular basis to ensure a smooth transition for students and to ensure students are aware of articulation opportunities. Articulation may occur through program alignment with postsecondary programs, early college enrollment, or dual enrollment programs. Students benefit in a variety of ways when cooperation exists between secondary and postsecondary institutions. One of the benefits is the earning of postsecondary credit in conjunction with work completed while the student is still in secondary school. Postsecondary teachers offer additional benefits by serving as guest speakers, donating equipment, sharing expertise through professional development activities, and addressing other needs appropriate for the school community.

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution while still enrolled in high school.

Credit is awarded when a student enrolls in a post-secondary institution that has an articulation agreement with that student's participating school.

Directions for Interpreting Standards

The 2020 *Alabama Course of Study: Law, Public Safety, Corrections, and Security* is organized around foundational standards, topics, and content standards.

Foundational standards are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership and take advantage of the opportunities afforded through Career and Technical Student Organizations, learn and practice essential digital skills, and participate in supervised projects which allow them to put into practice the skills and knowledge acquired in the classroom, shop, and lab.

Topics group related content standards. In the example below, the topic is "Hazardous Materials Operations, Product Control, and Personal Protective Equipment." Standards from different topics may be closely related.

Content Standards contain the minimum required content and define what students should know or be able to do at the conclusion of a course. Some have sub-standards, indicated with a, b, c, d, which are extensions of the content standards and are also required. Some standards are followed by italicized examples, which are not required to be taught. Each content standard completes the stem *"Students will..."*

The course of study does not dictate curriculum, teaching methods, or sequence. Each local education authority should create its own curriculum and pacing guide based on the Course of Study. LEAs may add standards to meet local needs and incorporate local resources. The order in which standards are listed within a course or grade is not intended to convey a progression for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first; to teach both at the same time to highlight connections; or to select a different topic that leads to students reaching the standards for both topics.

Topic	Standard Number	Content Standard
Hazardous Materials Operations, Product Control, and Personal Protective Equipment	1.	Identify potential hazards in chemical spills, chemical fires, and other incidents involving hazardous materials.
	2.	Identify action options in chemical spills, chemical fire, and other incidents involving hazardous materials.
	3.	Apply concepts of an Incident Action Plan to handle an incident involving hazardous materials.
		a. Set up an emergency decontamination site.
		b. Assess progress of the scene and set-up, and report to incident command.
		c. Select and use proper personal protective equipment.
		d. Demonstrate product control measures for a cargo tank, an intermodal tank, and fixed facilities.

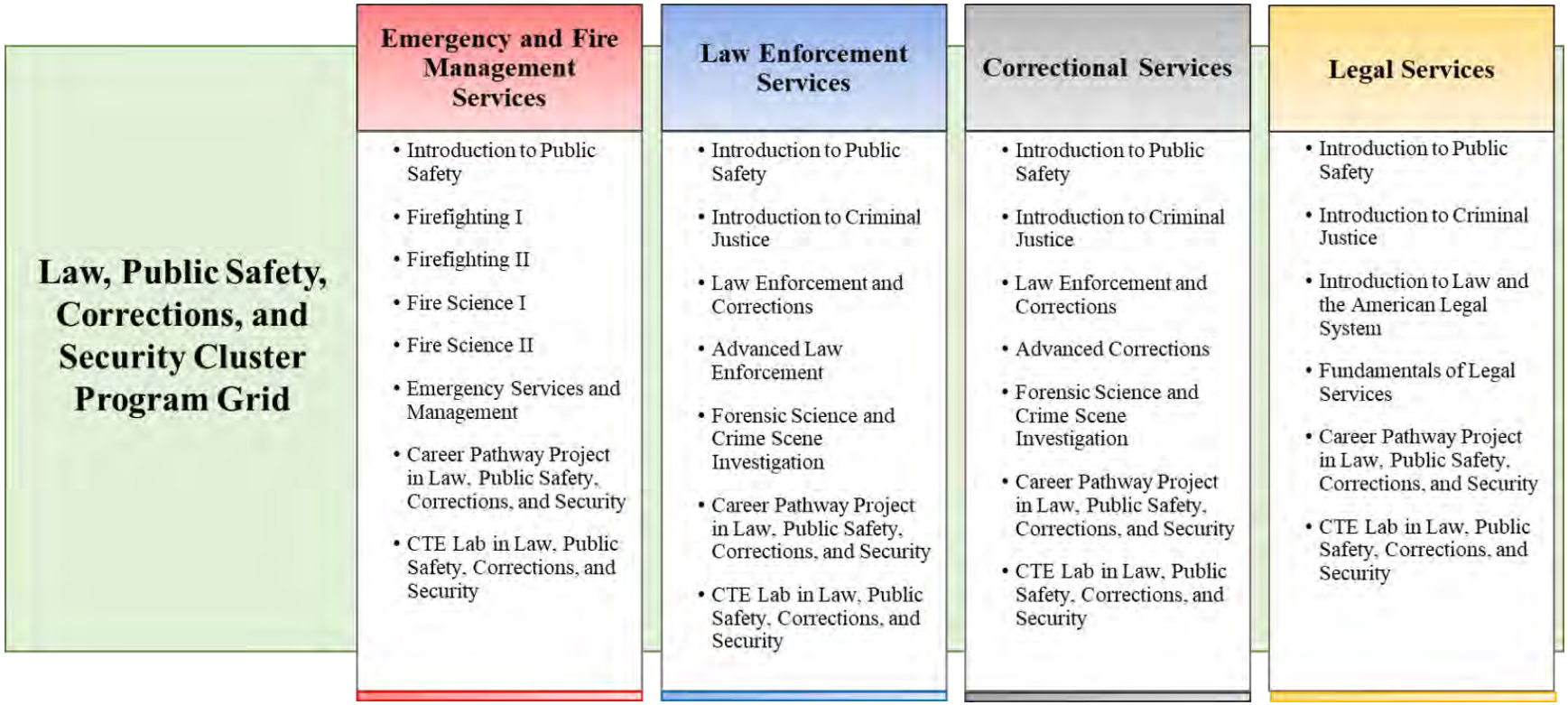
Alabama Course of Study: Law, Public Safety, Corrections, and Security Cluster Overview

In the Law, Public Safety, Corrections, and Security cluster, students choose among four pathways: Law Enforcement Services, Correctional Services, Legal Services, or Emergency and Fire Management Services. The first step on any of these pathways is Introduction to Public Safety, which may be offered to all students in Grades 9-12. Students then choose courses leading through specific pathways, as shown in the graphic below. Content standards in each course identify what students should know or be able to do at the end of the course.

Hands-on training is especially important in the Law, Public Safety, Corrections, and Security cluster. Students gain knowledge and skills through an active, structured, and stimulating classroom environment which is augmented by simulated workplace learning experiences, including on-site visits and work shadowing. Law, Public Safety, Corrections, and Security classrooms and laboratories provide safe and appropriate settings where students can learn and practice their skills. Also, students can be assessed in a meaningful way in these simulated workplace settings.

Students in Law, Public Safety, Corrections, and Security often affiliate with SkillsUSA, a Career and Technical Student Organization (CTSO). SkillsUSA enhances classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and take advantage of opportunities for personal and professional growth.

Content standards present the minimum required content and are not intended to be the course curriculum. LEAs and local schools should use these standards to create a curriculum that utilizes available resources to meet the specific needs and interests of the local community. Educators are encouraged to incorporate resources and opportunities afforded by CTSOs. All Alabama Career and Technical Education courses emphasize application of knowledge and skills to solve practical problems.


Law, Public Safety, Corrections, and Security Cluster Program Grid
Emergency and Fire Management Services
• Introduction to Public Safety
• Firefighting I
• Firefighting II
• Fire Science I
• Fire Science II
• Emergency Services and Management
• Career Pathway Project in Law, Public Safety, Corrections, and Security
• CTE Lab in Law, Public Safety, Corrections, and Security
Law Enforcement Services
• Introduction to Public Safety
• Introduction to Criminal Justice
• Law Enforcement and Corrections
• Advanced Law Enforcement
• Forensic Science and Crime Scene Investigation
• Career Pathway Project in Law, Public Safety, Corrections, and Security
• CTE Lab in Law, Public Safety, Corrections, and Security
Correctional Services
• Introduction to Public Safety
• Introduction to Criminal Justice
• Law Enforcement and Corrections
• Advanced Corrections
• Forensic Science and Crime Scene Investigation
• Career Pathway Project in Law, Public Safety, Corrections, and Security
• CTE Lab in Law, Public Safety, Corrections, and Security
Legal Services
• Introduction to Public Safety
• Introduction to Criminal Justice
• Introduction to Law and the American Legal System
• Fundamentals of Legal Services
• Career Pathway Project in Law, Public Safety, Corrections, and Security
• CTE Lab in Law, Public Safety, Corrections, and Security

Introduction to Public Safety

Course Credit	1.0
Grade Level(s)	9-12
Prerequisite(s)	None

Introduction to Public Safety is a foundational course that helps students develop the knowledge and skills necessary for success and advancement in specialized preparatory programs for public service jobs. The course emphasizes emergency preparedness, basic first aid, fire management services, legal services, and corrections and law enforcement services.

FEMA Independent Study Courses 100, 200, 700, and 800, which are included in this course, are prerequisites for Hazardous Materials and Weapons of Mass Destruction CRI (NFPA 1072).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

	6. Train for appropriate physical fitness and agility tests.

Introduction to Public Safety Content Standards

Each content standard completes the stem *"Students will…"*

LAW ENFORCEMENT	
History of Law Enforcement	1. Describe the origins and development of American law enforcement and crime prevention programs. 2. Analyze structure and functions of local, state, and federal law enforcement agencies. 3. Summarize private security functions.

CORRECTIONS	
Introduction to Corrections	4. Compare and contrast local, state, federal, and privately contracted incarceration facilities. 5. Compare and contrast local, state, federal, and private institutional programs. 6. Describe the relationship between inmate rights and prison reform. 7. Summarize the goals for probation, parole, and community corrections.

FIRE AND EMERGENCY SERVICES	
First Aid	8. Explain techniques for stopping blood loss. 9. Identify situations in which an EpiPen is needed. 10. Identify the causes and effects of anaphylactic shock. 11. Identify the symptoms of shock. 12. Describe appropriate treatment for shock.
Cardiopulmonary Resuscitation	13. Identify situations in which CPR is needed. 14. Describe the proper depth and rate of chest compressions for infant, child, and adult CPR. 15. Explain the importance of ensuring a patent airway before beginning CPR.

EMERGENCY PREPAREDNESS – NATURAL AND MAN-MADE DISASTERS	
Introduction to the National Incident Management System (NIMS)	16. Describe and identify the key concepts, principles, scope, and applicability underlying the National Incident Management System (NIMS). 17. Describe activities and methods for managing resources. *Examples: Red Cross supplies, FEMA trailers* 18. Describe the NIMS Management Characteristics. 19. Identify and describe Incident Command System (ICS) organizational structures. 20. Explain Emergency Operations Center (EOC) functions, common models for staff organization, and activation levels. 21. Explain the interconnectivity within the NIMS management and coordination structures: ICS, EOC, Joint Information System (JIS), and Multiagency Coordination Groups (MAC Groups).

	22. Identify and describe the characteristics of communications and information systems, effective communication, incident information, and communication standards and formats.

Introduction to the National Response Framework	23. Describe the purpose, scope, organization, and underlying principles of the National Response Framework (NRF). 24. Describe the response roles and responsibilities of all elements of the community. *Examples: first responders, churches, public utilities, medical facilities* 25. Describe core capabilities for response and the actions required to deliver those capabilities through the National Response Framework. 26. Describe coordinating structures and operational planning used to support emergency response through the National Response Framework.

Introduction to the Incident Command System	27. Explain the principles and basic structure of the Incident Command System (ICS). 28. Describe the NIMS management characteristics that are the foundation of the Incident Command System. 29. Describe the Incident Command System functional areas and the roles of the Incident Commander and Command Staff. 30. Describe the General Staff roles within the Incident Command System. 31. Identify how NIMS management characteristics apply to the Incident Command System for a variety of roles and discipline areas.

Basic Incident Command System for Initial Response	17. Describe different types of briefings and meetings conducted in conjunction with the Incident Command System. 18. Explain flexibility within the standard Incident Command System organizational structure. 19. Explain transfer of command briefings and procedures. 20. Use the Incident Command System to manage a real or simulated incident or event.

LEGAL SERVICES	
Due Process and the Bill of Rights	32. Summarize procedural rights guaranteed by the fourth, fifth, sixth, and eighth amendments to the U.S. Constitution. 33. Examine U.S. Supreme Court cases and decisions involving due process.

Civil and Criminal Courts	34. Describe structure and purposes of state and federal courts. 35. Describe the stages in pretrial proceedings, a criminal trial, and the civil court process.

Firefighting I

Course Credit	1.0
Grade Level(s)	9-11
Prerequisite(s)	Introduction to Public Safety

Firefighting I is designed to provide the student with basic information on fire service organization, the fire ground environment, firefighter safety, and the science of fire and fire behavior.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork. 6. Train for appropriate physical fitness and agility tests.

Firefighting I Content Standards

Each content standard completes the stem *"Students will…"*

Emergency Care	1. Identify the basic elements of an emergency medical system. 2. Describe the principles of infection control and standard precautions for all patients in Code of Federal Regulations 1910.1030. 3. List steps for initial patient assessments, including vital signs, patient history, and physical exam for signs of illness and/or injury. 4. List common types of bleeding, methods for controlling bleeding, and treatment for shock. 5. Describe the different types of burns and ways to treat them. 6. Define the term *mnemonics* and identify the ones commonly used by emergency care providers. 7. Identify the legal aspects of emergency medical care, including consent, documentation, scope of practice, and refusal. 8. List ways human anatomy plays a role in injuries. 9. List HIPAA provisions that impact emergency care. 10. Define advance directive, living will, Do Not Attempt Resuscitation (DNAR) order, and power of attorney order. 11. Describe Cardiopulmonary Resuscitation (CPR) procedures for adults, children, and infants. 12. Explain when to use the Automated External Defibrillator (AED).

Fire Service History and Orientation	13. Identify the firefighter's role in the fire department's mission and vision. 14. Identify fire department standard operating procedures and rules and indicate how they pertain to the firefighter.

Fire Department Communications	15. Describe the proper response to a report of an emergency. 16. Describe how information related to an emergency is communicated using department phone and radio connections. 17. Describe the use of communication equipment to initiate a “mayday” or emergency call indicating that a firefighter is trapped or injured.

Fire Behavior	18. Define *fire behavior*. 19. Identify the stages of fire development. 20. Identify the characteristics of rapid fire development and flashover.

Firefighter Safety and Health	21. Identify the life safety initiatives that are integral to firefighting. 22. Explain the value of life safety initiatives and how they reduce firefighter injuries and deaths. 23. List the signs of behavioral and emotional distress a firefighter may exhibit. 24. Describe proper lifting techniques. 25. Explain how a physical fitness routine and a balanced, nutritious diet can help to maintain a healthy and well-balanced lifestyle throughout a fire service career.

Personal Protective and Breathing Equipment	26. Identify the different components of personal protective equipment (PPE). 27. Describe how personal protective equipment (PPE) is designed, cared for, and used to protect firefighters. 28. Describe how self-contained breathing apparatus (SCBA) is designed, cared for, and used to protect firefighters.

Portable Fire Extinguishers	29. Identify the basic components of a portable fire extinguisher. 30. Explain how to categorize and use the correct fire extinguisher for a specific fire type. 31. Describe procedures for maintaining a portable extinguisher.
Water Supply	32. Identify the components of water supply systems and fire hydrants. 33. Explain how to select and connect to a source of water for firefighting.
Fire Hose and Streams	34. Describe fire hose characteristics, including material, diameter, and couplings. 35. List the steps for fire hose inspections. 36. List fire hose maintenance procedures. 37. Explain various hose loads and finishes. 38. List characteristics of various nozzles and the fire streams they produce.
Fire and Life Safety Initiatives	39. Describe a firefighter's role in the development and implementation of a fire and life safety program, including delivery of appropriate safety messages.
Building Construction	40. Describe common types of building construction and the materials used in each type. 41. Calculate the impacts of fire and spread of fire through the various types of building construction.
Ground Ladders	42. Identify the types of ground ladders and list their uses. 43. Describe the proper method for placing, securing, and climbing a ground ladder. 44. List techniques for climbing ladders safely and working with given equipment in a firefighting scenario.

Ropes, Webbing, and Knots	45. Describe ropes and webbing used in the fire service and explain their proper uses. 46. Describe the proper use of an appropriate knot in a given scenario.

Structure Search and Victim Removal	47. Identify various search methods and victim-removal techniques. 48. Identify types of emergency scene lighting equipment. 49. List considerations for maintenance of electric generators and lighting equipment. 50. List the various types of rescue tools and equipment. 51. Describe the uses and limitations of each type of rescue tool.

Firefighting II

Course Credit	1.0
Grade Level(s)	9-12
Prerequisite(s)	Firefighting I

Firefighting II is designed to provide the student with expanded information on fire service organization, fire ground environment, firefighter safety, the science of fire, and fire behavior. Specific course topics surveyed and demonstrated through practical exercises include forcible entry, ground ladders, and tactical ventilation; fire and loss control; determination of origins and causes of fires; firefighter survival; and dealing with hazardous material and weapons of mass destruction.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork. 6. Train for appropriate physical fitness and agility tests.

Firefighting II Content Standards

Each content standard completes the stem *"Students will…"*

Forcible Entry	1. Identify methods of forcible entry into a structure or component.
Tactical Ventilation	2. Explain concepts of tactical ventilation, following the policies/procedures set forth by the authority having jurisdiction (AHJ).
Fire Control	3. Identify fire control methods in various types of structures. 4. Identify fire control methods in Class A, Class B, Class C, Class D, Class K, vehicle, and ground cover fires.
Loss Control	5. List concepts of loss control following the policies and procedures set forth by the authority having jurisdiction (AHJ).
Fire Origins and Causes	6. Identify methods of investigating causes and origins of fires in given scenarios.
Firefighter Survival	7. Recognize potential hazards in firefighting situations.

Hazardous Materials and Weapons of Mass Destruction	8. Identify factors to consider in mitigating hazardous material prior to an incident. 9. Identify protective actions needed in a given incident. 10. Describe appropriate communications to be used during a hazardous materials incident.

Hazardous Materials Operations, Product Control, and Protective Equipment	11. Identify potential hazards in handling dangerous materials after an incident has occurred. 12. Identify action options involving dangerous materials. 13. List components of an Incident Action Plan. a. Describe how to conduct emergency decontamination. b. Explain how to analyze progress of the scene and set-up, and report to incident command. c. Explain how to select and use proper personal protective equipment. d. Explain how to apply product control measures for cargo tanks, intermodal tanks, and fixed facilities.

Fire Science I

Course Credit	1.0
Grade Level(s)	11-12
Prerequisite(s)	Introduction to Public Safety

Fire Science I is designed to provide students with information regarding career possibilities in firefighting and instruction in firefighting techniques. Topics include emergency care provider; fire service history and orientation; fire department communications; fire behavior; firefighter safety and health; personal protective equipment; portable fire extinguishers; water supply; fire hose and streams; fire life safety initiatives; building construction; ground ladders; ropes and knots; and structure search and victim removal. Students who successfully complete Fire Science I and II and pass the certification tests will earn 160 of the 360 hours required to complete Alabama Fire College Firefighter I and II certifications.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically.

	5. Participate in a Career Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork. 6. Train for appropriate physical fitness and agility tests.

Fire Science I Content Standards

Each content standard completes the stem *"Students will…"*

Emergency Care Provider	1. Explain the basic components of an emergency medical system. 2. Demonstrate the principles of infection control and standard precautions for all patients and Code of Federal Regulations 1910.1030. 3. Describe initial patient assessments, including vital signs, a focused history, and physical exam for signs of illness and/or injury. 4. Analyze the different types of bleeding in patients, demonstrate methods for controlling the bleeding, and demonstrate treatment for shock. 5. Assess the different types and degrees of burns and ways to treat them. 6. Explain the abbreviations and mnemonics that pertain to emergency care. 7. Explain legal considerations involved in providing emergency medical care, including consent, documentation, scope of practice, and refusal. 8. Explain how human anatomy plays a role in injuries. 9. Explain how Health Insurance Portability and Accountability Act (HIPAA) impacts emergency care. 10. Describe provisions of an advance directive, living will, DNAR order, and power of attorney order and indicate when each is used. 11. Demonstrate CPR for adults, children, and infants. 12. Demonstrate the use of an Automated External Defibrillator (AED).

Fire Service History and Orientation	13. Explain how the individual firefighter's role fits into the fire department's mission and vision. 14. Interpret fire department standard operating procedures and rules and explain how they benefit the firefighter.
Fire Department Communications	15. Collect and disseminate information related to an emergency using department phone and radio connections. 16. Use communications equipment to initiate a "mayday" or emergency call indicating that a firefighter is trapped or injured. 17. Initiate a response to a report of emergency.
Fire Behavior	18. Explain the principles of fire behavior. 19. Describe the characteristics of the stages of fire development. 20. Explain the effects of fire behavior on firefighter safety. 21. Identify patterns of rapid fire development and flashover and explain how to respond to each one.
Firefighter Safety and Health	22. Discuss the life safety initiatives that are integral to firefighting and explain how they reduce firefighter injuries and deaths. 23. Discuss the value of life safety initiatives. 24. Describe the signs and symptoms of behavioral and emotional distress. 25. Describe the value of a physical fitness program as part of a healthy lifestyle. 26. Discuss the importance of maintaining a healthy lifestyle throughout a fire service career.

Personal Protective and Breathing Equipment	27. Describe the components of personal protective equipment (PPE) and tell how each piece is used to protect the firefighter. 28. Demonstrate the proper use and care of personal protective equipment (PPE). 29. Discuss the importance of the proper use and care of a Self-Contained Breathing Apparatus (SCBA). 30. Demonstrate how the Self-Contained Breathing Apparatus (SCBA) is designed and used to protect firefighters.

Portable Fire Extinguishers	31. Identify the basic components and uses of a portable fire extinguisher and explain when it is appropriate to use one. 32. Categorize fire extinguishers based upon the size and type of fire the device is designed to fight. 33. Demonstrate inspection and maintenance procedures for a portable extinguisher.

Water Supply	34. Describe the components of water supply systems and fire hydrants. 35. Select and connect to a source of water for firefighting.

Fire Hose and Streams	36. Compare features of various types of fire hoses, including material, diameter, and couplings. 37. Perform fire hose inspections. 38. Perform fire hose maintenance procedures. 39. Perform various hose loads and finishes. 40. Describe characteristics of fire streams and explain when to use each type. 41. Describe characteristics of smooth bore, fog, and broken stream nozzles.

Fire and Life Safety Initiatives	42. Participate in the development and implementation of a fire and life safety program. 43. Create and deliver appropriate fire and life safety messages to various audiences.
Building Construction	44. Compare various types of commercial and residential construction and the components used in each type. 45. Analyze the impacts of fire and spread of fire through the various types of building construction.
Ground Ladders	46. Explain how different types of ground ladders are used. 47. Demonstrate the proper methods for placing, securing, climbing, cleaning, and inspecting a ground ladder. 48. Demonstrate the ability to safely climb a ladder and work with given equipment in a firefighting scenario.
Ropes, Webbing, and Knots	49. Identify ropes and webbing used in the fire service and demonstrate their proper uses. 50. Explain and demonstrate the proper use of an appropriate knot in a given scenario.
Structure Search and Victim Removal	51. Explain the various search methods and victim removal techniques. 52. Given a scenario, assess the situation and select the correct search method. 53. Given a scenario, assess and analyze the situation and select the correct victim removal techniques.

Fire Science II

Course Credit	1.0
Grade Level(s)	11-12
Prerequisite(s)	Fire Science I

Fire Science II provides students with advanced instruction and opportunities to demonstrate fire-fighting techniques. Topics include forcible entry; tactical ventilation; fire control; loss control; fire origin and causes; firefighter survival; hazards, behavior, and identification of hazardous materials and weapons of mass destruction; and hazardous material operations, product control and personal protective equipment. Students who successfully complete Fire Science I and II and pass the certification tests will earn 160 of the 360 hours required to complete Alabama Fire College Firefighter I and II certifications.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

	6. Train for appropriate physical fitness and agility tests.

Fire Science II Content Standards

Each content standard completes the stem *"Students will…"*

Forcible Entry	1. Explain the concepts and methods of forcible entry into a structure or component. 2. Demonstrate forcible entry into a structure or component.
Tactical Ventilation	3. Apply concepts of tactical ventilation, following the policies and procedures set forth by the authority having jurisdiction (AHJ).
Fire Control	4. Compare fire control methods in various types of structures. 5. Compare and contrast fire control methods in Class A, Class B, Class C, Class D, Class K, vehicle, and ground cover fires. 6. Demonstrate methods of fire control in all types of fires.
Loss Control	7. Explain concepts of loss control, following the policies and procedures set forth by the authority having jurisdiction (AHJ). 8. Apply loss control practices, following the policies and procedures set forth by the authority having jurisdiction (AHJ).

Fire Origins and Causes	9. Analyze the causes and origins of fires in given scenarios.
Firefighter Survival	10. Recognize and adapt to potential hazards in firefighting situations. 11. Demonstrate practices for escaping life-threatening situations. 12. Rescue lost or trapped firefighters.
Hazardous Materials and Weapons of Mass Destruction	13. Identify the characteristics of hazardous materials in a given incident scenario. 14. Determine actions needed to protect first responders, citizens, and property in a given incident. 15. Demonstrate appropriate communications during a hazardous materials incident.
Hazardous Materials Operations, Product Control, and Personal Protective Equipment	16. Identify potential hazards in chemical spills, chemical fires, and other incidents involving hazardous materials. 17. Identify action options in chemical spills, chemical fires, and other incidents involving hazardous materials. 18. Apply concepts of an Incident Action Plan to handle an incident involving hazardous materials. a. Set up an emergency decontamination site. b. Assess progress of the scene and set-up, and report to incident command. c. Select and use proper personal protective equipment. d. Demonstrate product control measures for a cargo tank, an intermodal tank, and fixed facilities.

Emergency Services and Management

Course Credit	1.0
Grade Level(s)	9-12
Prerequisite(s)	Introduction to Public Safety

In Emergency Services and Management, students prepare for careers in the emergency management field. Students will learn about the integration of all public safety functions into the process of managing major natural and man-made disasters. Students will be introduced to the National Incident Management Systems and practice emergency communications among professionals and between professionals and the public to ensure effective handling of emergency events.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork. 6. Train for appropriate physical fitness and agility tests.

Emergency Service and Management Content Standards

Each content standard completes the stem *"Students will…"*

Integration of Emergency Management	1. Describe the integration of public safety disciplines into the wider emergency management community. 2. Analyze joint and unified command functions and limitations. 3. Apply concepts of the Incident Command System in a multi-discipline response to a simulated natural or man-made disaster 4. Plan and implement evacuation procedures, including evaluation during and after an incident. 5. Apply concepts of urban search and rescue. *Examples: house-to-house search, use of canines*
Emergency Management Support Functions	6. Identify government agencies outside the public safety field and describe how they integrate into the emergency management system. 7. Identify non-governmental agencies and describe how they integrate into the emergency management community.
Emergency Communications	8. Describe and demonstrate methods of handling emergency communications. 9. Identify the various parts of the emergency communications network. 10. Gather and relay information from callers and responders. 11. Assess information received in emergency situations and prioritize information to be relayed.

Safety	12. Demonstrate safe practices in emergency medical situations. *Examples: evaluation of a scene, scene safety, lifting and moving patient*
Law and Ethics	13. Describe legal and ethical standards to be followed in emergency situations.
Human Anatomy	14. Describe structures and functions of the human body as they relate to emergency medical procedures. *Examples: respiratory system, organ placement, blood vessel location, digestive system, skeletal structure, spinal column*
Medical Skills	15. Describe skills required in various emergency medical situations, including emergency birth, poisoning, drug overdose, shock, allergic reactions, and bleeding. 16. Identify common medications used in emergency situations and when they are indicated. *Examples: epinephrine pen, Naloxone* 17. Utilize mathematical concepts in emergency medical situations, including calculating fluid rates and drug dosage conversion.

Law Enforcement and Corrections

Course Credit	1.0
Grade Level(s)	10-12
Prerequisite(s)	Introduction to Public Safety

Law Enforcement and Corrections is designed to align with the curriculum that many law enforcement academies require and is intended for students who may be interested in pursuing a career in this field. Law Enforcement and Corrections provides an overview of the history, organization, and functions of local, state, and federal law enforcement agencies. Students will examine the role of constitutional law at local, state, and federal levels; the United States legal system; criminal law; law enforcement terminology and procedures; and the classification and elements of crime according to the Criminal Code of Alabama.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

	6. Train for appropriate physical fitness and agility tests. 7. Demonstrate knowledge of defensive tactics and proper application of the use of force continuum in relevant situations.

Law Enforcement and Corrections Content Standards

Each content standard completes the stem *"Students will…"*

Patrol Techniques Overview	1. Demonstrate patrol techniques and the use of radio communications equipment. 2. Describe procedures for contact between officer and violator. 3. Describe the necessary contents of a law enforcement notebook. 4. Describe appropriate methods for searching and transporting subjects. 5. Describe the contents of an incident report.

Correctional Overview	6. Explain methods for proper transportation of prisoners in a correctional system. 7. Demonstrate inmate supervision techniques. 8. Describe the proper use of restraints in a correctional setting.

Ethics	9. Describe ethical and professional responsibilities of law enforcement and corrections officers. 10. Describe regulations regarding Title VII, ADA, Prison Rape Elimination Act (PREA), human diversity, and sexual harassment. 11. Outline regulations that prohibit sexual contact between officers and prisoners.

Correctional Security	12. Identify various items that are considered contraband in a correctional facility. 13. Explain techniques for personal searches and cell searches. 14. Define *perimeter security*. 15. Describe fire safety rules and procedures for a correctional facility.

Communications	16. Discuss procedures for receiving and handling complaints from the public. 17. Write incident reports and misconduct reports.

Laws	18. Explain Alabama traffic laws and procedures for conducting traffic stops. 19. Summarize the methods and purposes of DUI traffic stops and field sobriety tests. 20. Explain procedures for traffic management and accident investigations. 21. Evaluate and apply the provisions of the criminal code of Alabama to daily police operations. *Examples: property crimes, crimes against a person* 22. Summarize the rights of juvenile offenders.

Health and Safety	23. Describe CPR procedures in accordance with American Heart Association or American Red Cross standards. 24. Explain basic first aid techniques and indicate situations in which they would be used. 25. Discuss methods of suicide prevention and intervention and methods for dealing with substance abuse in the prison population. 26. Identify behavioral health and other special needs issues and list appropriate procedures for dealing with them in the prison population.

Advanced Law Enforcement

Course Credit	1.0
Grade Level(s)	10-12
Prerequisite(s)	Law Enforcement and Corrections

In Advanced Law Enforcement, students prepare for enrollment in police academy and for the certification required for employment as a law enforcement officer. The student will learn the roles and responsibilities of law enforcement officers in a variety of settings; discuss relevant rules, regulations, and laws; demonstrate patrol, communication, and advanced police techniques; and demonstrate CPR and first aid procedures as used in emergency situations.

Foundational standards, shown in the chart below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership and take advantage of the opportunities afforded by Career and Technical Student Organizations, learn and practice essential digital literacy skills, work toward meeting and maintaining physical fitness standards for public safety, and learn and practice defensive tactics and the proper use of force. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork. 6. Train for appropriate physical fitness and agility tests.

	7. Demonstrate knowledge of defensive tactics and proper application of the use of force continuum in relevant situations.

Advanced Law Enforcement Content Standards

Each content standard completes the stem *"Students will…"*

Patrol Techniques	1. Utilize proper patrol techniques and radio communications. 2. Demonstrate techniques for officer and violator contact. 3. Demonstrate correct notetaking and notebook construction. 4. Demonstrate proper methods of searching and transporting subjects. 5. Generate an incident report.

Law Enforcement Ethics	6. Analyze the ethical and professional responsibilities of law enforcement officers. 7. Summarize regulations regarding Title VII, ADA, human diversity, and sexual harassment.

Communications	8. Demonstrate techniques for receiving and handling complaints from the public. 9. Explain proper techniques for interacting with the media. 10. Describe the duties of a telecommunicator. 11. Summarize the process for death notifications. 12. Demonstrate appropriate communication procedures for dealing with people with behavioral health issues.

Emergency Response	13. Define terrorism and identify types of terroristic activities. a. Describe provisions of the Explosives Act #1971. b. List ways of recognizing bombs. 14. Describe characteristics and effects of common explosives. 15. Summarize procedures for law enforcement response to hazardous materials incidents. 16. Compare the different types of weapons of mass destruction. 17. Differentiate among gangs, sects, cults, and deviant movements.

Traffic Enforcement	18. Demonstrate procedures for enforcing traffic laws. 19. Demonstrate DUI traffic stops and field sobriety testing. 20. Demonstrate procedures for high risk traffic stops. 21. Demonstrate traffic management procedures and conduct accident investigations.

Criminal Investigations	22. Explain Alabama criminal laws related to criminal investigations. 23. Demonstrate proper techniques for searches, seizures, and crime scene processing. 24. Conduct police investigations, interviews, and interrogations. 25. Explain cyber security and information security concepts. 26. Identify techniques of drug enforcement and other vice crimes.

Health and Safety	27. Demonstrate CPR and first aid procedures in accordance with American Heart Association or American Red Cross standards.

Advanced Techniques	28. Describe Alabama's Isolating the Criminal Element (ICE) Program. 29. Demonstrate a variety of building and room entry techniques. 30. Demonstrate proper building and room search techniques. 31. Demonstrate the proper law enforcement response to an active shooter. 32. Demonstrate a variety of techniques for responding to an ambush attack.

Advanced Corrections

Course Credit	1.0
Grade Level(s)	10-12
Prerequisite(s)	Law Enforcement and Corrections

In Advanced Corrections, students prepare for certification required for employment as a correctional officer. Students will learn the roles and responsibilities of correctional officers; discuss relevant rules, regulations, and laws; and demonstrate defensive tactics, restraint techniques, and CPR and first aid procedures as used in the correctional setting. Students will examine facility safety; demonstrate correctional facility awareness techniques; and analyze rehabilitation methods and alternatives to incarceration.

Foundational standards, shown in the chart below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership and take advantage of the opportunities afforded by Career and Technical Student Organizations, learn and practice essential digital literacy skills, work toward meeting and maintaining physical fitness standards for public safety, and learn and practice defensive tactics and the proper use of force. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork. 6. Train for appropriate physical fitness and agility tests.

	7. Demonstrate knowledge of defensive tactics and proper application of the use of force continuum in relevant situations.

Advanced Corrections Content Standards

Each content standard completes the stem *"Students will…"*

Correctional Overview	1. Compare and contrast methods for conducting prisoner counts. 2. Compare and contrast methods for inmate supervision. 3. Demonstrate proper use of restraints for a correctional facility. 4. Demonstrate methods of prisoner transportation.

Communications and Security	5. Explain the various forms of communication used by staff within a correctional facility. 6. Identify effective techniques for media relations. 7. Identify the duties of a telecommunicator. 8. Explain methods of combatting contraband in a correctional facility. 9. Demonstrate personal searches and cell searches. 10. Analyze perimeter security methods for a correctional facility.

Facility Safety	11. Assess fire safety rules and procedures to discover imperfections which could result in injury or death for officers and/or prisoners. 12. Summarize environmental safety procedures within a correctional facility, including managing and reducing waste and dealing with hazardous materials and biohazard waste. 13. Summarize sanitation and preventive medicine procedures used within a correctional facility. *Example: food preparation and storage*

Correctional Facility Awareness	14. Demonstrate techniques for controlling inmates and preventing violence and riots. 15. Summarize hostage incident techniques. 16. Describe characteristics of groups that threaten security within a correctional facility. 17. Describe procedures for handling juvenile offenders within a correctional facility.
Discipline and Inmates' Rights	18. Demonstrate procedures for disciplining inmates. 19. Create incident and misconduct reports. 20. Differentiate among inmate's rights, privileges, and conduct expectations. 21. Demonstrate receiving and handling prisoners' grievances. 22. Demonstrate effective interpersonal communications techniques.
Probation, Parole, and Community-Based Corrections	23. Describe community-based corrections and the role it plays. 24. Describe criminal justice diversion. 25. Discuss probation and the services that are associated with it. 26. Discuss parole and its effectiveness. 27. Discuss the difference between probation and parole.
Ethics	28. Evaluate regulations regarding Title VII, ADA, human diversity, Prison Rape Elimination Act (PREA), and sexual harassment. 29. Summarize regulations that prohibit sexual contact between officers and inmates and between inmates and outline the penalties for violating sexual contact rules.

	30. Analyze ethical and professional responsibilities of correctional staff.

Health and Safety	31. Perform CPR and first aid standards in accordance with American Heart Association or American Red Cross standards. 32. Apply concepts of mental health awareness and other behavioral health issues. 33. Formulate plans for suicide prevention, substance abuse prevention, and intervention within a correctional facility. 34. Explain the procedures for managing special needs inmates and the use of restrictive housing.

Forensic Science and Crime Scene Investigation

Course Credit	1.0
Grade Level(s)	10-12
Prerequisite(s)	Biology, a physical science, Geometry with Data Analysis, Algebra I with Probability

Forensic Science and Crime Scene Investigation teaches students to apply chemistry, physics, and biology to a suspect, a criminal act or behavior, or a victim. This course prepares students in two distinct concentrations. The Forensic Science portion focuses on working in a crime lab setting as a forensic scientist or technician. Crime Scene Investigations covers the application of the scientific method at a crime scene, including scene processing and the identification and collection of evidence.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork. 6. Train for appropriate physical fitness and agility tests.

	7. Demonstrate knowledge of defensive tactics and proper application of the use of force continuum in relevant situations.

Forensic Science and Crime Scene Investigation Content Standards

Each content standard completes the stem *"Students will…"*

Introduction to Forensic Science	1. Obtain, evaluate, and communicate information to describe the role of forensic science and evidence collection from historical cases in the criminal justice system. 2. Apprise the different types of forensic science laboratories and professional organizations. 3. Apply concepts of the scientific method to forensic science and to crime scene investigations.

Physical Evidence	4. Classify physical evidence based on how it is produced. 5. Plan and carry out an investigation to determine the value of physical and trace evidence. 6. Use models for the evaluation of handwriting and document evidence. 7. Construct explanations from collections of evidence, using various pathological and anthropological techniques. 8. Develop and use mathematical models to estimate height from bone length. 9. Distinguish between admissible and inadmissible scientific and technical evidence supplied by expert witnesses in criminal cases.

Crime Scene Procedures, Techniques, and Analysis	10. Explain the differences between processing and analyzing evidence. 11. Analyze and interpret data from different types of crime scene evidence to determine which forensic crime lab unit would have responsibility. *Example: soil, blood spatter, shoe print, hair, computer, glass, pills, fibers*

	12. Construct an explanation of how scientific forensic techniques used in collecting and submitting evidence for admissibility in court have evolved over time. 13. Plan and carry out investigations using the scientific protocols for analyzing a crime scene. *Example: Set perimeter, search, isolate, collect evidence, photograph, sketch, and record.* 14. Construct an argument from evidence explaining the relevance of possible evidence at a site of an investigation. 15. Develop models to analyze and communicate information obtained from the crime scene. *Example: Properly document and sketch a crime scene.*

Blood and Physiological Fluid Evidence	16. Plan and carry out an investigation to use antigens and antibodies to determine blood type and to identify crime suspect(s) based on the results. 17. Gather and share information about forensic identification of body fluids. 18. Summarize important considerations in forensic investigation of sexual assault. 19. Analyze and interpret DNA evidence to match a suspect to biological samples, identifying conditions and/or situations where errors commonly occur, and cite reasons for possible errors. 20. Collect and preserve biological evidence for DNA analysis. 21. Differentiate among blood-borne pathogens and describe their effects on the human body.

Physical Pattern Evidence and Technological Examinations	22. Analyze distinctive features of toolmark striations and impressions. 23. Analyze distinctive features of tire, footwear, and other impression evidence. 24. Plan and carry out an experiment using the process of chromatography to analyze and identify ink marks.

	25. Perform physical and chemical analyses of evidence obtained from a crime scene, victim, and suspect, using spectrophotometers and other appropriate equipment to answer pertinent questions in the investigation. *Examples: examine broken glass to determine the direction, size, and velocity of the object which struck it; determine whether soil from a victim's shoe matches soil at the scene* 26. Develop fingerprints and classify characteristics for identification by using distinguishing features. 27. Collect and analyze latent prints using proper forensic tools and techniques. *Examples: black powder, iodine, cyanoacrylate adhesive* 28. Retrieve fingerprints and classify characteristics for identification by using distinguishing features. *Examples: core, delta, bifurcation, bridge* 29. Analyze and compare examples of firearm evidence. 30. Construct an explanation based on the path of a moving projectile to indicate how the trajectory of an object can determine the position of the person releasing the object.

Forensic Toxicology, Drugs, and Drug Analysis	31. Differentiate among the five distinct categories or schedules of drugs, including chemical composition and effects on the human body. 32. Critique methods for laboratory analysis of controlled substance and design a solution to determine toxicity of a drug in a human based on body mass. 33. Ask questions to develop a time-of-death estimation in an actual or simulated situation, using signs of rigor mortis and stages of decomposition. 34. Compare the effects of various levels of alcohol in the human body.

Arson and Explosives Investigations	35. Compare types of combustion reactions and give examples. 36. Analyze burn patterns in the investigation of fire scenes. 37. Gather, evaluate, and share information on methods for recovery and analysis of residues of ignitable liquids. 38. Classify explosives and explosions based on their characteristics.

Cybersecurity	39. Assess cybersecurity tools, techniques, and technologies. 40. Analyze basic computer evidence recovery techniques. 41. Demonstrate strategies for starting and managing a network intrusion investigation. 42. Assess methods of mobile device seizure and evidence recovery.

Communication	43. Create incident reports and forensic laboratory analysis reports. 44. Cite evidence and provide oral testimony in actual or simulated situations.

Introduction to Criminal Justice

Course Credit	1.0
Grade Level(s)	9-12
Prerequisite(s)	Introduction to Public Safety

Introduction to Criminal Justice introduces students to a variety of topics in the criminal justice field, including ethics and professionalism, civil and criminal laws, the court system, trial processes, juvenile justice, and correctional systems.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Introduction to Criminal Justice Content Standards

Each content standard completes the stem *"Students will…"*

Constitutional and Criminal Law	1. Summarize procedural rights guaranteed by the fourth, fifth, sixth, and eighth amendments to the United States Constitution. 2. Research, evaluate, and share information on ways that political, moral, and economic concerns impact the development and interpretation of laws. 3. Differentiate among the origins, purposes, and jurisdictions of local, state, and federal laws.
Ethics and Professionalism	4. Discuss the connection between ethics and professionalism in the criminal justice system. 5. Describe Title VII, ADA, human diversity, Prison Rape Elimination Act (PREA), and sexual harassment as they relate to the criminal justice system.
The Court System	6. Describe structures and purposes of courts in local, state and federal jurisdictions. 7. Obtain and share information about the stages of the trial process in both criminal and civil courts, indicating the purpose of each stage. 8. Obtain and share information about the roles of grand juries, juries, court officials, and other individuals involved in the trial process from indictment to verdict and sentencing.
The Juvenile Justice System	9. Identify programs and agencies within the juvenile justice system. 10. Explain the structure and processes of the juvenile detention system, including arrest procedures, intake, pretrial diversion, and transfer to adult court. 11. Enumerate and explain reasons for separating juvenile justice from the adult legal system. 12. Identify law enforcement policies and procedures related to juvenile offenders. *Example: The Youthful Offender Act (YOA), specific to Alabama*.

The Correctional System	13. Compare and contrast federal, state, and local correctional systems, including jurisdiction, sentencing, facilities, and populations. 14. Obtain and share information about the various types of community-based programs provided by correctional systems. 15. Obtain, evaluate, and share information about prison crowding and its connection to sentencing guidelines. 16. Examine and assess criminal justice diversion programs that are not controlled or operated by the Alabama Department of Corrections.

Fundamentals of Legal Services

Course Credit	1.0
Grade Level(s)	10-12
Prerequisite(s)	Introduction to Criminal Justice

Fundamentals of Legal Services is designed to develop workplace-readiness skills in the legal field. Students can develop necessary skills to become legal assistants and/or paralegals in law firms; private, corporate, or governmental agencies; or judiciary offices. This course calls upon students to demonstrate reasoning and communication skills, develop research skills, become familiar with office procedures, and engage in additional study of ethics and the justice system.

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Fundamentals of Legal Services Content Standards

Each content standard completes the stem *"Students will…"*

Ethics and Legal Contracts	1. Compare and contrast ethics and laws. 2. Obtain and share information about professional consequences of illegal and unethical conduct. 3. Identify laws and regulations related to illegal and unethical use of computers. 4. Formulate legal contracts.
Laws	5. Research and share information about various components of civil law, including negligence, torts, intentional torts, strict liability, and absolute liability. 6. Obtain and communicate information about components of contract law. 7. Obtain and communicate information about components of national and international sales and consumer laws. 8. Compare provisions of various types of bankruptcy law and their impacts on businesses and consumers. 9. Obtain and share information about laws that apply to marriage, divorce, and child custody. 10. Obtain and share information about the use of trusts and wills in estate planning.
Real Property	11. Explain the concepts of proprietorship and methods for the transfer of real property. 12. Identify the elements of a lease. 13. Distinguish between property rights of citizens and non-citizens.

Legal Correspondence and Documents	14. Create appropriately formatted letters, envelopes and interoffice memoranda. *Examples: letter styles, notations, postscripts, addressing* 15. Demonstrate proper handling and processing of mail and electronic communications. 16. Formulate legal documents. *Examples: judgments, motions, summonses* 17. Formulate legal pleadings using proper citation.

Office Procedures	18. Demonstrate appropriate filing procedures. a. Examine the general principles of records management by identifying the different filing systems and management techniques. *Examples: chronological, numeric, indexing, coding, cross-referencing* b. Prepare material for filing. c. Explain charge-out methods. d. Discuss file retention. 19. Discuss basic accounting terms and procedures. a. Describe various legal billing and payment methods, including hourly rate, commission, and salary. b. Demonstrate procedures for depositing funds, including endorsing checks and completing deposit slips, and for receiving electronic funds transfers. c. Describe the Interest on Lawyers' Trust Accounts (IOLTA) program. d. Demonstrate how to keep activity registers, time sheets, and diaries. 20. Demonstrate familiarity with computer information systems. a. Process documents for the legal office, including creating, editing, and formatting documents; putting information into documents; and designing special formats. b. Research and share information about general electronic filing rules used by courts.

Introduction to Law and the American Legal System

Course Credit	1.0
Grade Level(s)	10-12
Prerequisite(s)	Introduction to Criminal Justice

Introduction to Law and the American Legal System enables students to understand the principles and practices of the American legal system. Students learn history and development of law, sources of law in society, civil law, criminal law and procedure, ethics and the justice system, reasoning skills, trial procedures, and communication and research skills.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

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Introduction to Law and the American Legal System Content Standards

Each content standard completes the stem *"Students will…"*

Career Requirements	1. Demonstrate skills necessary for a career in a legal field, including written communication, public speaking, and legal research skills, through simulated court proceedings.
History and Development	2. Obtain and share information about the impact of significant Supreme Court decisions on law enforcement and criminal justice proceedings. *Examples: Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio*
Sources of Law	3. Obtain and present information about fundamental sources of law in American society. 4. Research, compile, and communicate information to compare and contrast the history and applications of common law and statutory law.
Ethics	5. Describe ethical and professional responsibility in the legal profession. 6. Model appropriate and ethical use of data and communications technology. *Example: maintaining confidentiality of medical and criminal records*
Criminal Law	7. Explain the roles and responsibilities of participants in the criminal court process. 8. Explain the purpose of each step of the criminal court proceedings. 9. Differentiate between ethical and unethical behaviors in criminal proceedings.

Civil Law	10. Explain how principles of tort law affect human behavior. a. Analyze factual scenarios for the presence of actionable torts. b. Define *negligence* as it pertains to civil law and give examples of negligence that could be encountered in everyday life. 11. Investigate and share information about provisions of statutes designed to protect consumers. a. Differentiate between state and federal statutes regarding consumer rights. *Example: fair debt collections law* b. Explain basic bankruptcy laws. 12. Analyze the structure of the civil court system. a. Identify fundamental concepts of commercial law. b. Obtain and share information about provisions of probate law, including types of property, ownership rights and responsibilities, Alabama property management requirements, and real estate broker licenses. 13. Obtain and share information about provisions of family law including requirements for marriage, divorce, child custody, and adoption.

Constitutional Law	14. Summarize the development of the United States Constitution. 15. Explain fundamental constitutional rights, including those in the Bill of Rights. 16. Research, evaluate, and share information about current issues involving constitutional law. 17. Compare jurisdictions and types of cases heard in federal, state, and local court systems. 18. Research and share information about basic rules of evidence in the justice system. 19. List and give examples of types of evidence presented in court proceedings. 20. Obtain and share information about admissibility of evidence in the legal process.

Career Pathway Project in Law, Public Safety, Corrections, and Security

Course Credit	1.0
Grade Level(s)	11-12
Prerequisite(s)	Successful completion of any two courses in the Law, Public Safety, Corrections, and Security Cluster

Career Pathway Project (CPP) for Law, Public Safety, Corrections, and Security is a capstone course designed for students who have completed two or more career and technical education courses in a particular cluster. This course allows students to utilize their secondary coursework through an experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and engage in an in-depth exploration of the area while demonstrating problem-solving, decision-making, and independent-learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education.

During the CPP, the student works with his or her coordinating teacher, academic core teachers, and with a product or process mentor who has expertise in the student's field of study. At the conclusion of the CPP, the student presents or demonstrates knowledge gained to an audience consisting of the coordinating teacher, academic teachers, the product or process mentor, peers, and community and business representatives.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

Foundational Standards	1. Incorporate safety procedures in handling, operating, and maintaining equipment; utilizing materials and protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

	2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field, investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing. 4. Demonstrate digital literacy by using digital and electronic tools appropriately, safely, and ethically. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Career Pathway Project in Law, Public Safety, Corrections, and Security Content Standards

Each content standard completes the stem *"Students will…"*

Project Proposal	1. Create a formal, narrative proposal that communicates a specific concept, process, or product related to Law, Public Safety, Corrections, and Security. *Examples: "Effects of Hazardous Materials during Containment and Management," "The Pros and Cons of the Broken Window Theory," "Internship for Becoming a Paralegal," "Internship for Becoming a Telecommunicator," "Developing a Disaster Response Plan for a Hospital Emergency Room"*

Research	2. Conduct independent research related to a selected project concept. *Examples: Internet research, related readings, original research*

Project Report	3. Write a detailed report on the chosen project, demonstrating correct usage of standard writing format.

Presentation	4. Produce an original multimedia presentation based upon project results. *Examples: producing a digital presentation and oral explanation, creating a documentary, presenting a project model and explanation*

Portfolio	5. Design a project portfolio that includes documentation of components of the project and demonstrates the validity of the process. *Examples: components—abstract, table of contents, project proposal, signature sheets, journal entries, research, formal timeline, self-assessment, mentor assessments*

CTE Lab
in Law, Public Safety, Corrections, and Security

Course Credit	1.0
Grade Level(s)	11-12
Prerequisite(s)	Successful completion of any two courses in the Law, Public Safety, Corrections, and Security Cluster

CTE Lab in Law, Public Safety, Corrections, and Security enhances the student's general understanding and mastery of the cluster, which contains four pathways – Law Enforcement Services, Correctional Services, Legal Services, and Emergency and Fire Management Services. This course is designed as a learning laboratory to support students' individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or a virtual learning environment.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and work toward meeting and maintaining physical fitness standards for public safety. The foundational standards are to be incorporated throughout the course.

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	5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CTE Lab in Law, Public Safety, Corrections, and Security Content Standards

Each content standard completes the stem *"Students will…"*

Occupational Expertise	1. Demonstrate expertise in a specific occupation within the career cluster. a. Meet benchmarks selected by the instructor from the appropriate curriculum frameworks, based upon the individual student's assessed needs.

Research and Presentation	2. Conduct investigative research on a selected topic related to Law, Public Safety, Corrections, and Security using approved research methodology; interpret findings; and prepare presentation to defend results. a. Select an investigative study referencing prior research and knowledge. b. Collect, organize, and analyze data accurately and precisely. c. Design procedures to test the research. d. Report, display, and defend the results of investigations to audiences that may include professionals and technical experts.

	3. Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study. a. Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation. b. Read and interpret information related to the chosen occupation. c. Locate and evaluate key elements of oral and written information. d. Analyze and apply data and/or measurements to solve problems and interpret documents. e. Construct charts, tables, or graphs using functions and data. 4. Apply enhanced leadership and professional career skills. a. Develop and present a professional presentation offering potential solutions to a current issue. b. Practice leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or by obtaining an industry-recognized credential of value. c. Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations. d. Demonstrate written and oral communication skills through presentations, public speaking, live/virtual interviews, and/or an employment portfolio.

Supporting Pathways

The Law, Public Safety, Corrections, and Security cluster of Alabama's Career and Technical Education program prepares individuals for employment related to emergency and fire services, law enforcement services, correctional services, and legal services.

In the graphic below, possible careers are listed in the top row. Under each career are the courses which will provide students with the content knowledge and skills needed in the particular pathway, which is indicated in the last row of the chart. Note that Introduction to Public Safety is the foundation course for all pathways in the Law, Public Safety, Corrections, and Security cluster.

Careers	Police Officer, Security Guard	Correctional Officer	Firefighter, EMT	Paralegal
Cluster Knowledge and Skill-Based Courses	Forensic Science and Crime Scene Investigation Advanced Law Enforcement Introduction to Criminal Justice Law Enforcement and Corrections	Forensic Science and Crime Scene Investigation Advanced Corrections Introduction to Criminal Justice Law Enforcement and Corrections	Emergency Services and Management Fire Science II Fire Science I Firefighting II Firefighting I	Fundamentals of Legal Services Introduction to Law and the American Legal System Introduction to Criminal Justice
Foundation Course: Introduction to Public Safety				
Pathways	Law Enforcement Services	Correctional Services	Emergency and Fire Services	Legal Services

ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.		
	COURSE REQUIREMENTS	
English Language Arts	**Four credits to include:**	**Credits**
	English 9	**1**
	English 10	**1**
	English 11	**1**
	English 12	**1**
	Equivalent options may include: Advanced Placement/International Baccalaureate/postsecondary equivalent courses	
	English Language Arts Total Credits	**4**
Mathematics	**Three credits to include:**	**Credits**
	Algebra I or its equivalent	**1**
	Geometry or its equivalent	**1**
	Algebra II w/Trigonometry or Algebra II, or its equivalent	**1**
	One credit from:	
	Alabama Course of Study: Mathematics or *Career and Technical Education*/Advanced Placement/International Baccalaureate/postsecondary equivalent courses	**1**
	Mathematics Total Credits	**4**
Science	**Two credits to include:**	**Credits**
	Biology	**1**
	A physical science (Chemistry, Physics, Physical Science)	**1**
	Two credits from:	
	Alabama Course of Study: Science or *Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent courses*	**2**
	Science Total Credits	**4**
Social Studies	**Four credits to include:**	**Credits**
	World History	**1**
	United States History I	**1**
	United States History II	**1**
	United States Government	**0.5**
	Economics	**0.5**
	Equivalent options may include: Advanced Placement/International Baccalaureate/postsecondary equivalent courses	
	Social Studies Total Credits	**4**
Physical Education	Lifelong Individualized Fitness Education (LIFE)	**1**
Health Education		**0.5**
Career Preparedness		**1**
Career and Technical Education and/or Foreign Language and/or Arts Education		**3**
Electives		**2.5**
Local boards shall offer foreign languages, arts education, physical education, wellness education, career and technical education, and driver education as electives.		
	Total Credits	**24**

GUIDELINES AND SUGGESTIONS FOR LOCAL TIME REQUIREMENTS AND HOMEWORK

Total Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (*Code of Alabama,* 1975, §16-1-1).

Suggested Time Allotments for Grades 1 – 6

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time scheduled for the specific subject area.

Subject Area	**Grades 1-3**	**Grades 4-6**
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Technology Education (Computer Applications)	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily**	10 minutes daily**

Arts Education

Dance Music Theatre Visual Arts	*Daily instruction with certified arts specialists in each of the arts disciplines is the most desirable schedule. However, schools unable to provide daily arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for arts instruction when certified arts specialists are not available.*

*Established by the Alabama State Department of Education in accordance with *Code of Alabama*, 1975, §16-40-1

**Established by the Alabama State Department of Education in accordance with *Code of Alabama*, 1975, §16-6B-2(h)

Kindergarten

In accordance with *Alabama Administrative Code* r. 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no

established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

It is suggested that the full-day kindergarten program be organized utilizing large blocks of time for large groups, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

Grades 7-12

One credit may be granted in Grades 9-12 for required or elective courses consisting of a minimum of 140 instructional hours or in which students demonstrate mastery of Alabama course of study content standards in one credit courses without specified instructional time (*Alabama Administrative Code* r. 290-3-1-.02 (9)(a)).

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

Character Education

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem-solving and practice.

At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development.

Each local board of education shall establish a policy on homework consistent with the Alabama State Board of Education resolution adopted February 23, 1984 (Action Item #F-2).

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