

**Law, Public Safety, Corrections and Security Cluster**  
**Introduction to Law, Public Safety, Corrections and Security**  
**Course Number 43.45000**

**Course Description:**

Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

**Course Standard 1**

**LPSCS-ILPSCS-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

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Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

**1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

**1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.**

<b>Problem Solving</b>	<b>Customer Service</b>	<b>The Application Process</b>	<b>Interviewing Skills</b>	<b>Finding the Right Job</b>
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

**1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

<b>Workplace Ethics</b>	<b>Personal Characteristics</b>	<b>Employer Expectations</b>	<b>Business Etiquette</b>	<b>Communicating at Work</b>
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss

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Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

**1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.**

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

**1.6 Present a professional image through appearance, behavior and language.**

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

**Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:**

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Georgia Standards of Excellence ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

## Course Standard 2

### LPSCS-ILPSCS-2

#### Explore and evaluate careers in Law, Public Safety, Corrections and Security.

- 2.1 Identify character traits that should be present in LPSCS employees.
- 2.2 Demonstrate the ability to accurately complete a job application and resume.
- 2.3 Demonstrate knowledge and skills required to seek, apply and accept employment.
- 2.4 Create a portfolio for LPSCS career.
- 2.5 Demonstrate ability to participate in a successful interview.
- 2.6 Investigate personal career interests and develop a career plan.
- 2.7 Explain how to maintain a safe work environment and minimize risk factors.
- 2.8 Identify the sources and symptoms of stress for LPSCS personnel.
- 2.9 Describe the steps that LPSCS personnel can take to relieve personal stress.
- 2.10 Explore the importance of health and physical fitness to LPSCS professions.

## Course Standard 3

### LPSCS-ILPSCS-3

#### Analyze how cultural differences impact the fields of Law, Public Safety, Corrections and Security.

- 3.1 Explain the importance of sensitivity to situations involving cultural diversity.
- 3.2 Compare the cultures of major immigrant groups.
- 3.3 Describe subcultures that LPSCS professionals interact with on a regular basis.

#### Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

**ELACC9-10SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**ELACC9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Course Standard 4

### LPSCS-ILPSCS-4

#### Utilize conflict resolution to effectively resolve issues in Law, Public Safety, Corrections and Security.

- 4.1 Identify a variety of mediation and conflict resolution skills.
- 4.2 Demonstrate the ability to use critical thinking skills as the member of a team.
- 4.3 Assess LPSCS scenarios and determine the best response.

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## Course Standard 5

### LPSCS-ILPSCS-5

**Describe the structure and interaction between law and public safety agencies at a local, state, and federal level.**

- 5.1 Demonstrate knowledge of LPSCS processes and explain how different agencies work together.
- 5.2 Identify jurisdictional and venue issues that may arise when different agencies work together and provide suggestions for resolving those issues.
- 5.3 Compare and contrast the roles and responsibilities of private security LPSCS agencies and explain how they differ from public LPSCS agencies.
- 5.4 Describe and apply knowledge of how the United States Legal System works.
- 5.5 Differentiate between civil and criminal law.
- 5.6 Explore the rights of citizens guaranteed by the United States.

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## Course Standard 6

### LPSCS-ILPSCS-6

**Demonstrate understanding of the missions, strategies, policies and management styles utilized by LPSCS agencies.**

- 6.1 Discuss the core operational strategies of LPSCS agencies (Law Enforcement, Fire Services, EMS, Corrections, Security and the courts).
- 6.2 Demonstrate a basic understanding of the rank structure used in various LPSCS agencies.
- 6.3 Apply event management and crisis emergency protocols to a scenario.
- 6.4 Discuss the need for professional management and accountability.
- 6.5 Demonstrate a basic understanding of community outreach as it pertains to LPSCS professions.
- 6.6 Analyze employee/employer rights and responsibilities.

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## Course Standard 7

### LPSCS-ILPSCS-7

**Evaluate constitutional law as it affects LPSCS personnel and issues and incidents they face in their careers.**

- 7.1 Explain the powers granted to LPSCS personnel and the restriction placed upon them by the United States.

- 7.2 Explore a range of constitutional and non-constitutional issues facing today's LPSCS personnel.
- 7.3 Explore case law pertaining to various LPSCS careers.

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## Course Standard 8

### LPSCS-ILPSCS-8

**Demonstrate the ability to accurately complete various LPSCS reports and documents.**

- 8.1 Demonstrate the ability to communicate clearly and professionally.
- 8.2 Utilize field note-taking and report-writing skills to complete incident reports.
- 8.3 Demonstrate the ability to write comprehensive and accurate reports.
- 8.4 Apply active listening skills to obtain and clarify information.
- 8.5 Develop proficiency in interpreting verbal and non-verbal communication.
- 8.6 Write clear and concise narrative reports pertaining to LPSCS incidents.
- 8.7 Determine methods to document critical information in response to LPSCS incidents.

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## Course Standard 9

### LPSCS-ILPSCS-9

**Investigate ethical and legal responsibilities associated with LPSCS professions.**

- 9.1 Identify unethical and illegal actions in LPSCS work.
- 9.2 Discuss code of ethics for LPSCS employees.
- 9.3 Explore reasons for corruption in LPSCS.
- 9.4 Appraise the forms of misconduct other than corruption.
- 9.5 Identify the effects of corruption in LPSCS.

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## Course Standard 10

### LPSCS-ILPSCS-10

**Discuss disaster preparedness/emergency management agencies, including but not limited to: Department of Homeland Security, Federal Emergency Management Agency, Citizens Corps, and Georgia Emergency Management Agency.**

- 10.1 Discuss the history of the most common national, regional, state and local disaster preparedness/emergency management agencies.
- 10.2 Explore the focus of the Citizens Corps.
- 10.3 Differentiate between the basic responsibilities of each of the following in an emergency/disaster situation: Citizens Emergency Response Team Member, Medical Reserve Corps Representative, First Responders, and Emergency Medical Technicians.
- 10.4 Describe the Incident Command System.
- 10.5 Utilize appropriate personal protective equipment (PPE) and apply personal safety procedures based on OSHA (Occupational Health and Safety Administration and the Centers for Disease Control and Prevention (CDCP).
- 10.6 Identify hazardous materials and describe the methods for handling them.

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## Course Standard 11

### LPSCS-ILPSCS-11

**Demonstrate the steps of Basic Life Support (BLS) and First Aid.**

- 11.1 Demonstrate cardiopulmonary resuscitation on an infant, a child, and an adult (simulate using manikins).
- 11.2 Utilize up to date American Heart Association, American Red Cross or other nationally-recognized training agency standards to train in CPR, and first aid.
- 11.3 Utilize personal protective devices and the use of standard precautions for disease prevention.
- 11.4 Identify when cardiopulmonary resuscitation may be discontinued.
- 11.5 Demonstrate the application, operation and maintenance of an automated external defibrillator (simulate using trainer).
- 11.6 Identify the “killers” (airway obstruction, bleeding, and shock).
- 11.7 Apply techniques for opening an airway, control bleeding, hypothermia and treating for shock.
- 11.8 Conduct triage under simulated disaster conditions.
- 11.9 Identify sanitation measures to protect the public health.
- 11.10 Perform a simulated head to toe assessments.
- 11.11 Apply appropriate first aid and employ basic treatments.

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## Course Standard 12

### LPSCS-ILPSCS-12

**Identify the types of hazards likely to affect homes and communities and describe steps to prepare for emergencies.**

- 12.1 Define disaster.
- 12.2 Identify participants which make up the response workforce.
- 12.3 Analyze the potential effect of extreme emergencies and disasters on infrastructures, including but not limited to transportation, electrical service, telephone communication, fuel, food, water, shelter, and emergency services.
- 12.4 Identify potentially hazardous conditions on various types of structures and their contents during a disaster.
- 12.5 Evaluate the steps to reduce the risk of damage from hazards that threaten local areas.
- 12.6 Demonstrate preparing the home, school, workplace and community in advance to minimize disaster repercussions, including but not limited to assembling a disaster supply kit, developing a disaster plan, and designating a safe room.
- 12.7 Describe the difference between evacuations versus sheltering in place.
- 12.8 Identify laws that protect disaster workers from liability.

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## Course Standard 13

### LPSCS-ILPSCS-13

**Describe the various origins of fires, classes of fires, and the correct means to extinguish each type of fire.**

- 13.1 Explain the role that LPSCS personnel and citizens play in fire safety.
- 13.2 Identify potential fire risks in the home, school and workplace.
- 13.3 Conduct a basic size-up for a fire emergency.
- 13.4 Describe minimum safety precautions, including safety equipment and utility control.
- 13.5 Identify locations of hazardous materials in the home.
- 13.6 Categorize the origins of fires and the different classes of fires.
- 13.7 Simulate how to extinguish small fires using an appropriate fire extinguisher.

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## Course Standard 14

### LPSCS-ILPSCS-14

#### Analyze the components of search and rescue operations.

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

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## Course Standard 15

### LPSCS-ILPSCS-15

#### Evaluate techniques for managing intrapersonal reactions to crisis situations.

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

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## Course Standard 16

### LPSCS-ILPSCS-16

#### Examine common targets of terroristic attacks and the appropriate action following an attack.

- 16.1 Identify common terrorist goals and potential targets in the community.
- 16.2 Discuss operating procedures for a terrorist incident.
- 16.3 Identify the most commonly used terrorist weapons.
- 16.4 Discuss the B-NICE indicators and the cues that help to identify when a terrorist attack has occurred.
- 16.5 Describe the actions to take following a suspected terrorist incident.

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**Course Standard 17**

**LPSCS-ILPSCS-17**

**Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.**

- 17.1 Research the history of SkillsUSA.
- 17.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
- 17.3 Explain how participation in SkillsUSA can promote lifelong responsibility for community service and professional growth and development.
- 17.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.

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