

The background of the page features a large, light gray watermark of the Seal of the Board of Education of the State of Alaska. The seal is circular and contains the text "BOARD OF EDUCATION" at the top and "STATE OF ALASKA" at the bottom. The central figure is a Native Alaskan woman in traditional dress, holding a spear. Below her are various symbols representing different aspects of Alaskan life and industry, including a bear, a fish, a miner, and a plow.

Public Services Industry Sector

Career Pathways

- ◆ Human Services
- ◆ Legal and Government Services
- ◆ Protective Services



Public Services Industry Sector

The Public Services sector provides a foundation for secondary students in government, public administration, public safety, legal, and human services. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the industry. The sector encompasses three career pathways: Human Services, Legal and Government Services, and Protective Services. These pathways emphasize processes, systems, and services related to serving the public's interest. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates classroom, laboratory, and project- and work-based instruction as well as internship, community classroom, work experience, and cooperative career technical education. Standards included in the Public Services sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Public Services sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

- (5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

- (24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
- (24.2) Students identify the hypothesis and conclusion in logical deduction.
- (24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.
- (25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
- (25.2) Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
- (25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.e) Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.g) Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- (1.h) Read and interpret topographic and geologic maps.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

1.3 History–Social Science

Specific applications of World History, Culture, and Geography: The Modern World standards (grade ten):

- (10.1) Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
 - (10.1.1) Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

- (10.1.2) Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
- (10.1.3) Consider the influence of the U.S. Constitution on political systems in the contemporary world.

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

- (11.1) Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
 - (11.1.1) Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
 - (11.1.2) Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
 - (11.1.3) Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
 - (11.1.4) Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.
- (11.3) Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
 - (11.3.1) Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
 - (11.3.2) Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
 - (11.3.3) Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
 - (11.3.4) Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
 - (11.3.5) Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.
- (11.10) Students analyze the development of federal civil rights and voting rights.

- (11.10.1) Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- (11.10.2) Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
- (11.10.3) Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
- (11.10.4) Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
- (11.10.5) Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
- (11.10.6) Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
- (11.10.7) Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

Specific applications of Principles of American Democracy standards (grade twelve):

- (12.1) Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
 - (12.1.1) Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
 - (12.1.2) Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
 - (12.1.3) Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

- (12.1.4) Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.
- (12.1.5) Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
- (12.1.6) Understand that the Bill of Rights limits the powers of the federal government and state governments.
- (12.2) Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
 - (12.2.1) Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
 - (12.2.2) Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
 - (12.2.3) Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
 - (12.2.4) Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
 - (12.2.5) Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
 - (12.2.6) Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).
- (12.3) Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
 - (12.3.1) Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
 - (12.3.2) Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
 - (12.3.3) Discuss the historical role of religion and religious diversity.
 - (12.3.4) Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

- (12.4) Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- (12.4.1) Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
- (12.4.2) Explain the process through which the Constitution can be amended.
- (12.4.3) Identify their current representatives in the legislative branch of the national government.
- (12.4.4) Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
- (12.4.5) Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
- (12.4.6) Explain the processes of selection and confirmation of Supreme Court justices.
- (12.5) Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- (12.5.1) Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
- (12.5.2) Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
- (12.5.3) Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
- (12.5.4) Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia* (VMI).
- (12.6) Students evaluate issues regarding campaigns for national, state, and local elective offices.
- (12.6.1) Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
- (12.6.2) Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
- (12.6.3) Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
- (12.6.4) Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).

- (12.6.5) Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
- (12.6.6) Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.
- (12.7) Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
 - (12.7.1) Explain how conflicts between levels of government and branches of government are resolved.
 - (12.7.2) Identify the major responsibilities and sources of revenue for state and local governments.
 - (12.7.3) Discuss reserved powers and concurrent powers of state governments.
 - (12.7.4) Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
 - (12.7.5) Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
 - (12.7.6) Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
 - (12.7.7) Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
 - (12.7.8) Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.
- (12.8) Students evaluate and take and defend positions on the influence of the media on American political life.
 - (12.8.1) Discuss the meaning and importance of a free and responsible press.
 - (12.8.2) Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
 - (12.8.3) Explain how public officials use the media to communicate with the citizenry and to shape public opinion.
- (12.9) Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
 - (12.9.1) Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
 - (12.9.2) Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
 - (12.9.3) Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.

- (12.9.4) Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
- (12.9.5) Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
- (12.9.6) Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
- (12.9.7) Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
- (12.9.8) Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.
- (12.10) Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

2.0 Communication

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 Writing

Specific applications of Writing Applications standards (grades nine and ten):

- (2.3) Write expository compositions, including analytical essays and research reports:
- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.4) Write persuasive compositions:
- a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- (2.5) Write business letters:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
 - (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
 - (1.3) Reflect appropriate manuscript requirements in writing.
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2.4 *Listening and Speaking*

Specific applications of Speaking Applications standards (grades nine and ten):

- (2.1) Deliver narrative presentations:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - d. Pace the presentation of actions to accommodate time or mood changes.
- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

- (2.4) Deliver oral responses to literature:
 - a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- (2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
 - a. Structure ideas and arguments in a coherent, logical fashion.
 - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. Anticipate and address the listener's concerns and counterarguments.
- (2.6) Deliver descriptive presentations:
 - a. Establish clearly the speaker's point of view on the subject of the presentation.
 - b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
 - c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

2.5 Know and understand the use of channels and networks as the necessary means of organizational communication.

2.6 Understand the importance of verbal and nonverbal communication in public services.

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Know the various technologies available and the sources for gaining technical skills.
- 4.5 Use technologies to analyze and interpret information.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Know how to identify possible hazards in a variety of work environments.
- 6.4 Know the safe and proper use and maintenance of appropriate equipment.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.
- 8.5 Know strategies and requirements for individuals and organizations to respond to unethical and illegal actions in a variety of workplace situations.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand how team diversity can be leveraged to maximize team effectiveness.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Public Services sector:

- 10.1 Apply technical knowledge and skills required to function in a career.
- 10.2 Use resource allocation and distribution to assist with planning and delivery of services.
- 10.3 Understand the interconnected components of public services pathways.
- 10.4 Understand how budget issues, technology, and legislative action can affect public services.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

A. Human Services Pathway

The Human Services Pathway prepares high school students for work in entry-level positions in human services through classroom instruction, hands-on training, and community experience. It also prepares students for college and, eventually, a career in human services. The Human Services Pathway examines the nature of helping people by identifying and describing the skills required by human service professionals.

A1.0 Students understand the history of human services in America and the role of and demand for human service professionals:

A1.1 Analyze the origin of human services in America, the types of problems addressed, and the nature of the services provided.

A1.2 Understand the different roles played by human service professionals now and throughout American history.

A2.0 Students understand the basic attitudes and skills needed to be a successful human service worker, including linking problem-solving methods to desired outcomes:

A2.1 Understand the need for such characteristics in the human service worker as flexibility, patience, tolerance, persistence, emotional control, humor, discretion and confidentiality, empathy and compassion, and self-awareness and ways in which to enhance those characteristics.

A2.2 Understand the level of crisis at which human services employees should seek professional assistance in solving the problem.

A2.3 Understand when and how to use problem-solving techniques, such as brainstorming and mediation, and understand how to link the methodology to the desired outcome.

A3.0 Students develop the specific, effective communication skills essential for working in the human services field:

A3.1 Understand how to engage people in conversation by using active listening skills, empathy, compassion, and self-awareness.

A3.2 Understand the concepts of objectivity, subjectivity, collaboration, delayed gratification, and tolerance of frustration in dealing with others.

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.

A4.2 Know how to train others to be culturally sensitive when working with people from diverse backgrounds.

- A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges.
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A5.0 Students know the basic principles of research, gathering data, entering the data, and interpreting the results:

- A5.1 Understand basic research methods and skills, including formulating a hypothesis and identifying important variables.
- A5.2 Know the major methodologies for conducting literature searches on the Internet.
- A5.3 Understand the fundamentals of constructing a survey to collect and analyze data, including the basic mathematics involved.
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A6.0 Students understand various leadership styles and accountability in human services:

- A6.1 Analyze various leadership styles in terms of accountability and commitment to others.
- A6.2 Understand basic leadership styles and approaches and distinguish between leadership and management.
- A6.3 Understand how leaders in the public and private sectors influence human service policy.
- A6.4 Understand how and why accountability mechanisms protect people receiving human services.
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A7.0 Students understand the basic elements of administration of a human services agency, including recordkeeping and fundraising:

- A7.1 Understand the fundamentals of funding and fundraising for a human services agency.
- A7.2 Understand the various ways in which human services agencies are funded as well as sources for and approaches to fundraising.
- A7.3 Understand the key aspects of administration, evaluation, reporting, and maintenance of records in a human services agency.

B. Legal and Government Services Pathway

The Legal and Government Services Pathway prepares high school students for work in entry-level positions in legal and government services through classroom instruction, hands-on training, and community experience. In addition, it prepares students for college and, eventually, a career in legal and government services. The Legal and Government Services Pathway examines the unique nature of careers in government service and the extensive legal system that affects nearly every aspect of society.

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

- B1.1 Know multiple ways of extracting ideas and materials from research and library resources.
 - B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.
 - B1.3 Use recognized patterns of discourse, rhetorical skills, images and figures of speech, and knowledge of situations and audiences to prepare and deliver compelling arguments regarding issues or proposals.
 - B1.4 Understand the characteristics of effective media presentations.
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B2.0 Students understand methods to gain consensus for the resolution of differing opinions and positions and gain support for new policies or policy changes:

- B2.1 Understand sources of conflict among constituents, constituent groups, and governing-body peers.
 - B2.2 Understand the importance of respect for ethical principles to encourage mutual regard.
 - B2.3 Know methods of articulating progress to various audiences to sustain support for present activities and future plans.
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B3.0 Students understand how to formulate plans and policies to meet social, economic, and physical needs:

- B3.1 Know methods for partnering with citizens, interest groups, and public officials to develop a vision and generate standards, policies, and plans to meet specific needs.
 - B3.2 Understand planning principles to make job growth, population, revenue, and other projections.
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B4.0 Students understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication:

- B4.1 Understand specialized investigative techniques, devices, and equipment to enhance investigation regarding compliance with laws and regulations.
- B4.2 Understand important ways in which information is collected, analyzed, organized, directed, and disseminated to realize specific objectives.

- B4.3 Understand laws, legal interpretations, rules, or standards that apply to given situations in the specialty area of interest in legal and government services.

B5.0 Students understand how to maximize the potential of an organization to meet its vision, goals, and mission:

- B5.1 Know economic, political, and social trends likely to affect an agency or department.
- B5.2 Understand the value of seeking diverse opinion from all stakeholders.
- B5.3 Know the techniques and tools for facilitating the most effective use of human resources, including strategies for recruiting and hiring a diverse workforce.
- B5.4 Understand the departmental budget and allocation processes to ensure that resources are applied in a manner that is consistent with the department's vision, mission, and goals.
- B5.5 Understand the use of tables of organization and other administrative systems to assign tasks and responsibilities for maximum effectiveness.

B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:

- B6.1 Know methods to restate complex technical information or issues in language the general public can understand.
- B6.2 Use verbal skills and presentation techniques effectively to explain, justify, or discuss public issues and handle difficult interviews.

B7.0 Students understand the use of analysis, planning, and fiscal services to prioritize and fund activities:

- B7.1 Understand the process for estimating costs according to standards for government accounting.
- B7.2 Know multiple ways of researching possibilities for new or increased funding of programs.
- B7.3 Understand how to prepare budgets and financial reports and contract for audits.
- B7.4 Know the operation of accounting systems to maintain compliance with standards for government agency accounting.

B8.0 Students understand the application of laws and policies to protect or disclose information, as appropriate:

- B8.1 Understand the policy background and rationale for protecting or disclosing information.
- B8.2 Understand the importance of a secure records environment.
- B8.3 Understand the rationale for equal opportunity for public access to open records and how to allow access in various practical situations.

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure:

- B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
- B9.2 Know the basic elements of all aspects of trial procedures.
- B9.3 Understand various historical legal defenses and prosecutions.
- B9.4 Understand the structure of California state law.
- B9.5 Use state and federal legal codes to research issues.
- B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

C. Protective Services Pathway

The Protective Services Pathway prepares high school students for work in entry-level positions in protective services through classroom instruction, hands-on training, and community experience. This pathway encompasses career opportunities in a variety of jobs in which the main focus is ensuring the general safety and well-being of the community. The careers included in this pathway primarily address public order, fire protection, and emergency medical services.

C1.0 Students apply cognitive, critical thinking, and problem-solving skills to formulate solutions to problems common in the protective services career fields:

- C1.1 Understand the value of multiple approaches to problem solving.
- C1.2 Develop and maintain a constant awareness of potential problems.
- C1.3 Process information effectively to make prompt and effective decisions.
- C1.4 Use conflict-resolution and anger-management procedures to take charge of problems.
- C1.5 Analyze and evaluate ideas, proposals, and solutions to problems.
- C1.6 Apply critical thinking skills to perform in emergency response situations.

C2.0 Students develop team-building and leadership skills:

- C2.1 Understand the qualities of effective leadership and how to exercise them in a group and in meetings.
- C2.2 Exercise people skills, including respect, adaptability, and interpersonal skills, to provide group leadership and promote collaboration.
- C2.3 Use team-building skills to solve problems.

C3.0 Students understand the safety, health, and environmental responsibilities of those in the protective services pathway:

- C3.1 Become certified in first aid and cardiopulmonary resuscitation (CPR) in order to apply those skills as needed in emergencies.
- C3.2 Employ personal safety procedures to meet prescribed regulations.
- C3.3 Know the procedures for emergency response and the requirements for handling hazardous materials—in normal and emergency situations—to avoid health and environmental risks (e.g., blood-borne pathogens and contamination).
- C3.4 Understand the safety and health issues related to serving persons with disabilities.
- C3.5 Know the techniques for restraining individuals without violating their personal rights or jeopardizing safety.
- C3.6 Ask appropriate questions to investigate accidents and related incidents and document findings.

C4.0 *Students access, manage, integrate, and create information by using information technology tools specific to the Protective Services Pathway:*

- C4.1 Know software applications skills to create and use spreadsheets, documents, databases, and presentations.
- C4.2 Use electronic mail, electronic communications networks, and Internet services to locate, retrieve, and distribute information.
- C4.3 Use radio equipment, computer technology, and public address/warning systems to manage emergency situations.

C5.0 *Students understand the common objectives and mission of the protective services, which are to solve problems, save lives, and protect property:*

- C5.1 Understand the use of tables of organization and other administrative systems to assign tasks and responsibilities for maximum effectiveness.
- C5.2 Use organizational knowledge to describe how protective services operations interface with and rely on the other components of the Public Services sector and vice versa.
- C5.3 Know the response procedures to respond to emergency incidents of any scale, small to catastrophic.
- C5.4 Understand the relative advantages and disadvantages of proprietary and contract security operations.

C6.0 *Students understand the appropriate level of nutrition, fitness, and agility required by the protective services career fields:*

- C6.1 Understand the need for physical fitness and proper nutrition.
- C6.2 Know the different physical agility assessments for protective services, and understand the skills and techniques necessary for success in agility testing.
- C6.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and physical fitness.

C7.0 *Students understand the use of active listening, clear reporting, and professional equipment to communicate effectively:*

- C7.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
- C7.2 Understand how to use clear, concise, and legible entries from experience and observation to prepare and submit required reports.
- C7.3 Understand a variety of communications methods and equipment (e.g., telephones, radio systems, and mobile data communications equipment).

C8.0 *Students understand the laws, ordinances, regulations, and organizational rules that guide their respective protective services career field:*

C8.1 Understand how federal, state, and local laws and regulations affect protective service operations.

C8.2 Understand the individual protection granted by the Constitution.

C9.0 *Students know the skills and equipment needed to deal with most protective service situations, from local emergencies to areawide incidents:*

C9.1 Understand the skills required to deal effectively with emergency situations.

C9.2 Know the key elements of an action plan.

C9.3 Understand the management of crisis negotiations to promote the safety of individuals and the public.