

CRIMINAL JUSTICE & PROTECTIVE SERVICES

Curriculum



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CTECS - Vision of Graduate
Connecticut Technical Education and Career System
Vision of a Graduate
A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut’s workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this trade program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS technical programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to District Summative Assessments (DSAs)
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Identify required safety, industry, and technical content expectations
- Plan and implement formative assessments to monitor progress and guide instruction
- Prepare students for the District Summative Assessments, ensuring alignment with the Course Map
- Maintain consistency of technical and professional practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs, cycle schedules, and industry-based opportunities, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the trade program. They reflect the core technical competencies, safety practices, and industry-aligned skills that require the greatest instructional focus and appear on program assessments. In CTE programs, each Priority Standard also functions as a Unit of Study, because it includes the required components such as big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress from grade to grade within the trade program. It provides a clear pathway of skill development, increasing complexity, and technical proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the technical and academic terms students must understand and use accurately to engage in trade-specific learning and demonstrate proficiency on assessments. Vocabulary is foundational to safety, technical precision, and industry communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the tools, equipment, texts, materials, and digital tools that support learning within each unit and reflect industry standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes District Summative Assessments (DSAs), which measure proficiency on the Priority Standards identified in the Course Map. DSAs provide consistent evidence of student learning across campuses and ensure alignment to industry expectations, safety requirements, and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the DSA.

Criminal Justice & Protective Services Goals

The Criminal Justice and Protective Services program is designed to build student awareness of the wide range of career opportunities within this extensive and rapidly evolving field. Throughout grades 9–12, students are introduced to current developments, practices, and innovations that shape the industry. The program emphasizes real-world applications and prepares students to understand the many pathways available in areas such as law enforcement, emergency services, investigations, and public safety.

As part of the program, students develop foundational safety and emergency response skills essential to the field. They learn to demonstrate scene safety, perform life-saving techniques such as CPR and bleeding control, and follow proper bloodborne pathogen and laboratory safety procedures. Students also gain an understanding of systems such as the incident command system, the National Incident Management System, and the National Response Framework, while applying basic emergency medicine skills to treat trauma and medical patients. These competencies ensure students are prepared to respond effectively and safely in high-pressure situations.

In addition, students build critical knowledge and technical skills related to law enforcement and investigative procedures. They learn to write clear, objective reports, understand courtroom procedures and legal concepts such as the Fourth Amendment, and differentiate between types of cases, including domestic violence. Students also explore crime scene investigation by creating plans, mapping scenes, and demonstrating evidence processing and scene management techniques. The program further develops professional skills through activities such as conducting security assessments, creating protection plans, understanding the impact of terrorism, and completing a senior portfolio that highlights their certifications, experiences, and achievements.

Criminal Justice and Protective Services - Course Map

Grade 9 - Semester 1 & 2 DSA

Priority Standard 9.1 - Introduction to the Criminal Justice and Protective Services Trade

Priority Standard 9.2 - Foundations in Criminal Justice

Priority Standard 9.3 - Scene Basics

Priority Standard 9.4 - Communication

Grade 10 - Semester 1 & 2 DSA

Priority Standard 10.1 - Disaster Operations

Priority Standard 10.2 - Dispatch Operations

Priority Standard 10.3 - Basic CSI

Priority Standard 10.4 - Hazardous Materials

Priority Standard 10.5 - Training Development

Priority Standard 10.6 - Rescue Operations

Grade 11 - Semester 1 & 2 DSA

Priority Standard 11.1 - Intermediate CSI

Priority Standard 11.2 - Criminal Investigations

Priority Standard 11.3 - Emergency Medical Technician

Grade 12 - Semester 1 & 2 DSA

Priority Standard 12.1 - New Technologies

Priority Standard 12.2 - Terrorism

Priority Standard 12.3 - Site Security Assessment / Planning

Priority Standard 12.4 - Specialized Units

Priority Standard 12.5 - Advanced CSI

Priority Standard 12.6 - Emergency Vehicle Operation

Priority Standard 12.7 - Senior Project Workshop / Capstone

* See District Summative Assessment (DSA) exam outline for specific breakdown by substandard and learning objectives.

9th Grade Curriculum

Priority Standard 9.1.1 - Introduction to the Criminal Justice and Protective Services Trade

Big Idea(s):

- The criminal justice and protective services field is broad and extends beyond commonly recognized roles such as police officers, firefighters, and EMTs.
- This career field includes a wide range of occupations across law enforcement, fire service, EMS, dispatch, corrections, disaster response, military, and private industry.
- Career opportunities grow and diversify across local, state, and federal levels, increasing the scope and impact of the field.
- Additional education and training can lead to expanded career pathways in areas such as law, medicine, and forensic science.
- All careers within the field share a common foundation of knowledge, skills, and a service-oriented mindset focused on public safety.
- The field offers diverse opportunities that align with a variety of interests, goals, and career pathways.

Essential Question(s):

- Who responds to different types of emergencies, and what support do they need?
- How might the future of emergency response and protective services evolve?
- How do the demands of the field impact the personal lives of first responders?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>9.1.1 Safety & Health Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Health and safety practices by occupation ● Responses to health and safety situations ● Safe and unsafe workplace conditions 	<ul style="list-style-type: none"> ● Identify safety practices and procedures in personal, shop, laboratory, and job site environments ● Describe safety practices and procedures in occupational settings ● Demonstrate safe dress and use of personal protective equipment (PPE) ● Locate emergency equipment and safety resources (first aid kits, AED, SDS, exits, etc.) ● Follow emergency action plans and evacuation procedures ● Interpret hazard communication

	<p>information (OSHA HAZCOM)</p> <ul style="list-style-type: none"> ● Demonstrate safe use, storage, and maintenance of equipment ● Perform cleaning, sanitation, disinfection, and sterilization procedures ● Apply occupational safety practices to prevent accidents ● Recognize and report workplace violence, discrimination, harassment, and bullying ● Demonstrate appropriate workplace behavior and de-escalation techniques ● Contribute to maintaining a safe and healthy environment
<p>9.1.2 Technical Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Physical fitness, health, and safety requirements ● Conditioning principles and CPR protocols ● First responder roles and responsibilities ● Law enforcement procedures and investigations ● Police report types and writing standards ● Report writing process and structure ● Private investigation roles and techniques 	<ul style="list-style-type: none"> ● Perform physical fitness, health, and police safety practices ● Explain the importance of physical and mental conditioning in law enforcement, fire, and EMS ● Achieve CPR certification ● Describe the role and responsibilities of a first responder ● Demonstrate knowledge of police procedures ● Compose clear and effective investigative reports ● Differentiate types of police reports ● Analyze the purposes and uses of reports ● Evaluate the qualities of an effective report ● Outline the steps of the report writing process ● Apply basic private investigation techniques

<p>9.1.3 Employability & Career Readiness:</p> <ul style="list-style-type: none"> ● Career planning and pathway development ● Personal strengths and career alignment ● Career fields and employment criteria ● Professional behavior and work ethic ● Time management and reliability 	<ul style="list-style-type: none"> ● Develop career plans ● Assess strengths and career fit ● Research career fields and requirements ● Identify education and training pathways ● Evaluate postsecondary and financial options ● Apply job search skills ● Participate in interviews ● Meet employment requirements ● Communicate professionally ● Demonstrate active listening ● Exhibit work ethic and professionalism ● Manage time effectively ● Maintain professional appearance and safety standards
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<p>9.1.4 Technology Literacy Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Computer systems, hardware, software, and connectivity concepts ● Digital applications and computer proficiency ● Technology ethics, responsibility, and digital citizenship ● Online safety, privacy, and security issues ● Research, information, and digital resources ● Digital communication, collaboration, and media tools 	<ul style="list-style-type: none"> ● Diagnose hardware and software issues using online support tools ● Implement backup and recovery strategies ● Distinguish uses of word processing and desktop publishing tools ● Enforce password protection and authentication practices ● Comply with Acceptable Use Policy guidelines ● Justify responsible technology use, privacy, and security practices ● Interpret copyright laws and intellectual property restrictions ● Evaluate plagiarism and its consequences ● Critique credibility, accuracy, and bias of digital sources
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	<ul style="list-style-type: none"> ● Analyze media messages and perspectives ● Model safe participation in online communities ● Apply online personal safety strategies ● Organize digital information efficiently and systematically ● Select appropriate electronic research sources ● Produce multimedia presentations for specific purposes
<p>Technical Vocab- PPE, Dress Code, SDS, Fire Extinguisher. Fire Triangle, Bloodborne Pathogens, AED, Eye Wash Station,</p>	
<p>Resources-</p> <ul style="list-style-type: none"> ● American Heart Association ● BleedingControl.org (Stop the Bleed) ● Local police, fire, and EMS agencies 	

Priority Standard 9.2 - Foundations in Criminal Justice

Big Idea(s):

- All civilizations have developed systems of law and order to maintain structure and resolve conflict.
- Modern nations operate legal systems that vary in structure, strengths, and limitations.
- Knowledge of legal principles is essential for building informed civic and career readiness.

Essential Question(s):

- What does the word reasonable mean to you?
- History has a habit of repeating itself. If we don't learn from the successes and failures of our past, are we moving forward?
- The legal definition of "person" is 1.) a human being, or 2.) a corporation treated as having the rights and obligations of a person. Under this legal definition, McDonalds can technically be a person. Is this fair?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

9.2.1 Safety & Health Knowledge & Skills:

- Appropriate responses to situations that may threaten health and safety.

- Discuss indicators of school and workplace violence, discrimination, harassment, and bullying
- Develop preventative measures to reduce incidents of violence, discrimination, harassment, and bullying through appropriate strategies

9.2.2 Technical Knowledge & Skills:

- Criminal Justice Health and Safety Skills
- The Trial Court System and Constitutional and Criminal Law
- Investigative and Police Procedures

- Demonstrate physical fitness, health, and police safety.
- Explain the trial court system.
- Describe criminal procedure and trial procedure.
- Explain the fundamentals of constitutional law.
- Apply trial procedures.
- Analyze elements of civil infractions and criminal law.
- Demonstrate knowledge of police procedures and write investigative reports.

	<ul style="list-style-type: none"> ● Identify and explain ethics and diversity issues as they pertain to the law and community policing. ● Describe police field procedures.
9.2.3 Employability & Career Readiness: <ul style="list-style-type: none"> ● Communication in the Workplace ● Work Ethic and Professionalism 	<ul style="list-style-type: none"> ● Demonstrate appropriate oral and written communication skills in the workplace. ● Demonstrate active listening skills. ● Demonstrate attendance and punctuality. ● Demonstrate proper workplace appearance.

9.2.4 Technology Literacy Knowledge & Skills: <ul style="list-style-type: none"> ● Proficiency in the use of computers and applications ● Concepts underlying hardware, software, and connectivity. ● Computer technology usefulness for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. 	<ul style="list-style-type: none"> ● Use search engines and online directories. ● Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.
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Technical Vocab-

Resources

- The US Constitution
- The CT Law Officer’s Field Manuals (Red and Blue Book)
- Looseleaflaw.com
- Local law enforcement “Use of Force” policy
- CTCADV
- WhenGeorgiaSmiled.org (ASPIRE program)

Priority Standard 9.3 - Scene Basics

Big Idea(s):

- Safety is the responsibility of everyone in the shop.
- Safety needs to be a habit and a consideration throughout daily living as well as in the work environment.
- Training and awareness can prevent injuries.

Essential Question(s):

- How can hazard awareness prevent accidents?
- Who is ultimately responsible for a safe work environment?
- What are some of the benefits of safe work practices?
- How does one worker's action affect the other workers on a jobsite?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

9.3.1 Safety & Health Knowledge & Skills:

- Health and safety regulations.
- Appropriate health and safety practices based on the specific occupational area.
- Appropriate responses to situations that may threaten health and safety.

- Apply EPA and environmental safety regulations
- Report and document workplace hazards
- Contact appropriate health and safety agencies
- Demonstrate workplace safety practices and procedures
- Use personal protective equipment (PPE) and safe dress practices
- Apply safe body mechanics and ergonomics
- Locate and use emergency equipment and safety resources (AED, SDS, exits, etc.)
- Follow electrical safety procedures
- Handle, store, dispose, and recycle hazardous materials safely
- Apply first aid procedures for injuries and health emergencies

	<ul style="list-style-type: none"> ● Implement emergency preparedness and response plans ● Respond to emergency situations, evacuations, and incidents ● Apply accident prevention and safety practices
<p>9.3.2 Technical Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Criminal Justice Health and Safety Skills ● Investigative and Police Procedures 	<ul style="list-style-type: none"> ● Demonstrate physical fitness, health, and police safety. ● Identify and manage hazards at a crime scene. ● Demonstrate knowledge of police procedures and write investigative reports. ● Explain and demonstrate procedures used in investigating and processing crime scenes. ● Describe police field procedures.
<p>9.3.3 Employability & Career Readiness:</p> <ul style="list-style-type: none"> ● Communication in the Workplace ● Work Ethic and Professionalism 	<ul style="list-style-type: none"> ● Demonstrate attentive and respectful listening ● Apply time management and attendance practices ● Practice punctuality, reliability, planning, and flexibility ● Maintain professional workplace appearance ● Follow personal hygiene standards for workplace duties ● Wear required workplace safety gear and equipment
<p>9.3.4 Technology Literacy Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Technology applications for research, critical thinking, and problem solving ● Technology tools for decision making, communication, and collaboration ● Technology resources for creativity and innovation 	<ul style="list-style-type: none"> ● Present information using multiple media formats for specific purposes ● Cite sources accurately in all media presentations

Technical Vocab-

Resources-

- **Local police and fire departments**
- **Eversource**
- **Connecticut Natural Gas**
- **Call Before You Dig**

Priority Standard 9.4 - Communication

Big Idea(s):

- Communication is essential to success and mission completion in the criminal justice and protective services field.
- Professional communication includes understanding and using accurate terminology within the trade.
- Effective communication with the public carries operational, ethical, and legal consequences.
- Communication extends beyond words, awareness of tone, body language, and facial expressions significantly impacts interactions and outcomes.

Essential Question(s):

- How can harmful beliefs such as racism and sexism be challenged and changed in individuals and society?
- How does the ability to de-escalate situations impact law enforcement and the effectiveness of first responders?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>9.4.1 Safety & Health Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Health and safety regulations. ● Appropriate responses to situations that may threaten health and safety. 	<ul style="list-style-type: none"> ● Document and report workplace hazards to appropriate authorities ● Respond to emergency situations, accidents, and evacuations using established procedures ● Apply defensive measures and follow-up protocols in incidents ● Demonstrate positive behaviors that support a safe and healthy environment ● Use de-escalation techniques in school and workplace settings
<p>9.4.2 Technical Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Investigative and Police Procedures ● Electronic Communications Issues 	<ul style="list-style-type: none"> ● Compose accurate field notes and investigative reports ● Classify types, purposes, and qualities of police reports ● Apply report writing structure and process ● Distinguish between first-person and third-person reporting ● Analyze ethics and diversity in law enforcement and community policing ● Interpret cultural identity through beliefs, values, behaviors, language,

	<ul style="list-style-type: none"> and appearance ● Conduct and facilitate interviews using effective communication techniques ● Formulate open- and closed-ended questions in interviews ● Interpret nonverbal communication cues ● Utilize military time and the phonetic alphabet ● Translate and interpret military time and phonetic code ● Evaluate legal considerations in dispatch communications ● Protect and apply standards for safeguarding personal information
<p>9.4.3 Employability & Career Readiness:</p> <ul style="list-style-type: none"> ● Communication in the Workplace ● Work Ethic and Professionalism 	<ul style="list-style-type: none"> ● Communicate using appropriate workplace language for diverse audiences ● Construct professional workplace documents and written materials ● Interpret verbal and nonverbal communication cues during interactions ● Validate understanding through active listening strategies and response behaviors ● Demonstrate punctuality, reliability, and effective time management ● Maintain consistent attendance and workplace readiness practices ● Present professional workplace appearance and hygiene standards ● Adhere to required safety gear and dress expectations for job performance

<p>9.4. 4 Technology Literacy Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Computer systems proficiency, including applications, hardware, software, and connectivity concepts 	<ul style="list-style-type: none"> ● Design documents using advanced formatting and page layout tools ● Format professional materials using templates, styles, and organizational structures ● Practice ethical and responsible technology use in academic and social contexts ● Protect personal safety through secure online behaviors and reporting practices ● Apply technology tools for research, analysis, and problem
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	<p>solving</p> <ul style="list-style-type: none">• Communicate and collaborate using digital platforms and media• Create and present information using multiple media formats with proper citation• Innovate using technology to support creativity and decision making
Technical Vocab-	
Resources- • De-escalation Techniques	

10th Grade Curriculum

Priority Standard 10.1.1 - Disaster Operations

Big Idea(s):

- A disaster occurs when a response system becomes overwhelmed.
- Disaster response involves many interconnected parts and support systems.
- As the scale of a disaster response grows, the need for additional support systems also increases.
- This unit helps students explore the wide variety of careers involved in emergency response.
- Students will learn how different careers work together seamlessly to respond to emergencies of all sizes.

Essential Question(s):

- Risk analysis is the science of predicting unpredictable things based on percentages of likelihood. Could there be moral dilemmas inherent in this job?
- Disasters are likely to be more devastating in your lifetime than at any point before in United States history. ↑Population densities, ↑Severe weather, ↓Infrastructure stability, ↓Survival abilities. Do you feel we are more or less prepared than we should be?
- Is there “normal” way to react to a crisis or disaster?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>10.1.1 Safety & Health Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Health and safety regulations ● Occupational health and safety practices ● Workplace hazard recognition and response procedures 	<ul style="list-style-type: none"> ● Evaluate and implement health and safety regulations. ● Interpret and adhere to EPA and environmental protection regulations. ● Assess, document, and communicate workplace hazards. ● Access and utilize health and safety agency resources. ● Model and maintain personal, laboratory, shop, and job site safety procedures. ● Select and utilize appropriate safety gear and PPE. ● Analyze and navigate emergency equipment locations, safety

	<p>stations, emergency plans, and evacuation routes.</p> <ul style="list-style-type: none"> ● Apply electrical safety protocols and risk-reduction procedures. ● Manage the handling, storage, disposal, and recycling of hazardous materials. ● Administer First Aid procedures in response to injuries and health concerns. ● Develop preparedness strategies and execute emergency action plans. ● Evaluate, communicate, and respond effectively to emergency situations and accidents. ● Implement accident prevention strategies and workplace safety practices. ● Apply fire prevention, protection, and emergency response procedures.
<p>10.1.2 Technical Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Criminal Justice Health and Safety Skills ● Investigative and Police Procedures 	<ul style="list-style-type: none"> ● Exemplify physical fitness, wellness, and police safety standards. ● Evaluate the role and responsibilities of first responders. ● Analyze ethics and diversity issues within law enforcement and community policing. ● Examine shared identities shaped by culture, beliefs, values, and behaviors.
<p>10.1.3 Employability & Career Readiness:</p> <ul style="list-style-type: none"> ● Communication in the Workplace ● Work Ethic and Professionalism 	<ul style="list-style-type: none"> ● Communicate professionally and adapt effectively to varied workplace audiences. ● Compose, present, and publish workplace information clearly and accurately. ● Research, evaluate, and apply print and digital resources to resolve workplace challenges.

	<ul style="list-style-type: none"> ● Present technical information confidently and effectively. ● Engage actively, attentively, and respectfully while listening and responding. ● Interpret directions, confirm understanding, and respond appropriately. ● Model punctuality, reliability, flexibility, and effective time management. ● Maintain professional appearance, conduct, and personal hygiene standards.
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<p>10.1.4 Technology Literacy Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Computer, application, hardware, software, and connectivity proficiency. ● Technology-based research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation skills. 	<ul style="list-style-type: none"> ● Design and enhance documents through advanced formatting and layout strategies. ● Synthesize and present information through varied media formats with appropriate source attribution. ● Collaborate and communicate effectively through digital and online platforms.
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Technical Vocab-

<p>Resources-</p> <ul style="list-style-type: none"> ● FEMA Independent Study Program <ul style="list-style-type: none"> ○ IS-100 Incident Command System ○ IS-700 National Incident Management System ○ IS-800 National Response Framework ● National Disaster Medical System ● Eversource ● Local responders

Priority Standard 10.2 - Dispatch Operations

Big Idea(s):

- Modern dispatch centers require extensive knowledge of available resources, systems, and communication skills.
- Effective interpersonal communication is essential to ensuring public safety.
- Strong dispatchers continuously learn new resources, methods, and efficiencies.
- Ongoing improvement supports faster and more effective response times.

Essential Question(s):

- People call 9-1-1 when they feel overwhelmed and unable to handle an emergency alone. Who fills that support role for you? And are you that resource for someone else?
- Cell phones function like handheld radios, meaning conversations may not be as private or secure as people often assume. How secure do you feel during your conversations?
- Typing speed and accuracy are critical in emergency situations. What could happen if a dispatcher enters the wrong address or location during a call?
- Human short-term memory typically lasts only 20–30 seconds. If dispatchers are not “superhuman,” how do they manage complex emergencies effectively in real time?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.2.1 Safety & Health Knowledge & Skills: <ul style="list-style-type: none"> • Health and safety regulations • Occupational health and safety practices • Health and safety threat identification and response procedures 	<ul style="list-style-type: none"> • Articulate and execute procedures for documenting and reporting hazards to appropriate authorities. • Identify and compile contact information for relevant health and safety agencies and resources. • Locate, interpret, and navigate emergency equipment, safety systems, and evacuation resources in accordance with OSHA HAZCOM standards. • Evaluate the importance of emergency preparedness and structured response planning. • Analyze, implement, and coordinate procedures for managing emergencies, defensive actions, accidents, and evacuation protocols.
10.2.2 Technical Knowledge & Skills: <ul style="list-style-type: none"> • Criminal Justice Health and Safety Skills • Investigative and Police Procedures • Electronic Communications Issues 	<ul style="list-style-type: none"> • Exemplify physical fitness, wellness, and police safety. <ul style="list-style-type: none"> • Analyze and articulate the role of first responders. • Apply and document investigative procedures and produce accurate field

	<p>notes.</p> <ul style="list-style-type: none"> • Investigate and process crime scenes systematically. ● Evaluate and interpret the role of crime scene investigators. <ul style="list-style-type: none"> • Develop and implement strategies to support victims' families. ● Analyze ethics and diversity issues within law enforcement and community policing. <ul style="list-style-type: none"> • Examine and interpret shared identities across culture, beliefs, values, behavior, language, communication, dress, and appearance. ● Conduct, facilitate, and evaluate interviews using effective communication techniques. <ul style="list-style-type: none"> • Formulate and apply open-ended and closed-ended questioning strategies. • Recognize and interpret non-verbal communication cues. ● Explain the legal considerations of dispatch electronic communications. <ul style="list-style-type: none"> • Explain the importance of protecting personal information.
<p>10.2.3 Employability & Career Readiness:</p> <ul style="list-style-type: none"> ● Communication in the Workplace ● Work Ethic and Professionalism 	<ul style="list-style-type: none"> ● Communicate effectively through oral and written workplace communication strategies. <ul style="list-style-type: none"> • Adapt language and vocabulary for diverse workplace audiences, including coworkers, supervisors, and customers. ● Engage in active listening practices. <ul style="list-style-type: none"> • Attend, interpret, and respond respectfully to others. ● Demonstrate professional attendance and punctuality. <ul style="list-style-type: none"> • Implement effective time management, reliability, planning, and flexibility practices. ● Maintain professional workplace appearance. <ul style="list-style-type: none"> • Adhere to workplace-specific

	standards of appearance and hygiene.
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10.2.4 Technology Literacy Knowledge & Skills: <ul style="list-style-type: none"> • Technology use for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. 	<ul style="list-style-type: none"> • Synthesize, design, and deliver information through diverse media formats while appropriately citing sources.
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Technical Vocab-

Resources <ul style="list-style-type: none"> • https://www.911.gov/ • Local dispatch centers • Morse Code
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Priority Standard 10.3 - Scene Basics

Big Idea(s):

- Crime scene investigation requires strategic thinking and advance planning.
- The order of evidence collection and scene processing can affect case outcomes.
- Poor planning can impact scene interpretation and reconstruction.
- This unit emphasizes the importance of planning in investigations.
- Foundational concepts are taught before documentation and evidence processing.

Essential Question(s):

- Do crime scene investigators feel pressure about missing evidence or fully processing critical scenes?
- The hammer is one of the oldest tools (circa 8000–3000 BCE); how many owners does it typically have over its lifespan?
- Why does fingerprinting remain a foundation of modern forensics, even in the digital age?
- Is a high-resolution fingerprint image better than collecting it with powder and tape?
- Photoshop is used by investigators to enhance poor quality images and surveillance video. How can you prove Photoshop didn't change the appearance of a suspect?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

10.3.1 Safety & Health Knowledge & Skills:

- Health and safety regulations
- Occupational health and safety practices.
- Health and safety threat identification and response procedures.

- Identify, interpret, and apply health and safety regulations.
- Document and report workplace hazards.
- Demonstrate and enforce personal, shop, laboratory, and job site safety practices.
- Wear and utilize appropriate safety gear and PPE.
- Locate and interpret emergency equipment, safety systems, and evacuation resources.
- Operate, maintain, and secure lab equipment safely.
- Handle, store, dispose, and recycle hazardous materials in compliance with regulations.
- Implement cleaning, sanitation,

	<p>disinfection, and sterilization procedures.</p> <ul style="list-style-type: none"> ● Apply accident prevention and occupational safety practices.
<p>10.3.2 Technical Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Criminal Justice Health and Safety Skills ● Investigative and Police Procedures 	<ul style="list-style-type: none"> ● Exemplify physical fitness, wellness, and police safety. ● Identify and mitigate hazards within crime scenes. ● Apply, execute, and document police procedures and investigative reporting practices. <ul style="list-style-type: none"> • Define and analyze the role of the crime scene investigator. • Implement proper crime scene processing protocols. • Interpret and evaluate crime scene information and perspective. • Document, organize, and synthesize crime scene data. • Apply three-dimensional crime scene documentation techniques. • Identify and operate essential crime scene investigation equipment. • Execute crime scene equipment procedures effectively. • Define and fulfill responder roles and responsibilities at crime scenes. • Implement standardized crime scene documentation procedures. • Collect, preserve, and process crime scene evidence. • Analyze and recover footwear impression evidence. • Lift and preserve latent footwear impressions. • Collect and process fingerprint evidence accurately.

	<ul style="list-style-type: none"> • Tag, label, and track evidence in accordance with protocol. • Examine, document, and evaluate crime scenes using professional standards. • Apply state laboratory packaging and evidence collection standards.
<p>10.3.3 Employability & Career Readiness:</p> <ul style="list-style-type: none"> • Communication in the Workplace • Work Ethic and Professionalism 	<ul style="list-style-type: none"> • Demonstrate appropriate oral and written communication skills in the workplace. <ul style="list-style-type: none"> • Identify and demonstrate professional non-verbal communication. • Demonstrate active listening skills. <ul style="list-style-type: none"> • Listen attentively and respectfully to others. • Demonstrate attendance and punctuality. <ul style="list-style-type: none"> • Identify and practice professional time-management and attendance behaviors including punctuality, reliability, planning, and flexibility. • Demonstrate proper workplace appearance. <ul style="list-style-type: none"> • Identify and practice professional appearance specific to the workplace. • Identify and practice personal hygiene appropriate for duties specific to the workplace. • Identify and wear required safety gear specific to the workplace.
<p>10.3.4 Technology Literacy Knowledge & Skills:</p> <ul style="list-style-type: none"> • Technology use for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. 	<ul style="list-style-type: none"> • Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.

Technical Vocab-

Resources-

- Connecticut State Forensic Laboratory: <https://portal.ct.gov/DESPP/Division-of-Scientific-Services/Forensic-Science-Laboratory>
- Evidence Submission Guidelines
- Connecticut Officer's Field Manual: <http://www.looseleaflaw.com/catalog/bookdetail.html?sku=0-930137-57-4>
- Local law enforcement

Priority Standard 10.4 - Communication

Big Idea(s):

- Hazardous materials are a major part of emergency response and the trade.
- Responders must know how to handle both known and unknown chemical releases, containers and emergency situations.
- Improper response can lead to deadly consequences.
- For example, if a truck rolls over on the highway, responders must know how to act safely even without knowing the vehicle's exact contents.

Essential Question(s):

- LD50 is a common term in the medical research community. It means the level or amount of a substance/pathogen that would be a "lethal dose" in 50% of the people who encountered it. Why is this the standard and not 20% or 10%?
- People argue that wearing their seatbelt should be their choice because they would be the ones affected in a crash. Would this same logic not also apply to HAZMAT placards?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

10.4.1 Safety & Health Knowledge & Skills:

- Health and safety regulations.
- Appropriate health and safety practices based on the specific occupational area.
- Appropriate responses to situations that may threaten health and safety.

- Identify, describe and apply health and safety regulations that apply to specific tasks and jobs.
- Identify, describe and apply Environmental Protection Agency (EPA) and other environmental protection regulations that apply to specific tasks and jobs in the specific occupational area.
- Identify, describe and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the specific occupational area.
- Explain procedures for documenting and reporting hazards to appropriate authorities.
- Identify and list contact information for appropriate health and safety agencies and resources.
- Identify, describe, and demonstrate the effective use of Safety Data Sheets (SDS).
- Read and interpret chemical, product, and equipment labels to determine appropriate health and safety considerations.

	<ul style="list-style-type: none">● Identify, describe, and demonstrate personal, shop, laboratory, and job site safety practices and procedures.● Demonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE).● Locate emergency equipment, first aid kit, SDS information directories, Stop the Bleed kit, AED, and emergency action/response plan/escape routes in your lab, shop, and classroom, including labels and signage that follow OSHA Hazard Communication Program (HAZCOM), eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches, and emergency exits.● Demonstrate the safe use, storage, and maintenance of every piece of lab equipment in the lab, shop, and classroom.● Handle, store, dispose of and recycle hazardous, flammable, and combustible materials, according to EPA, OSHA, and product specifications.● Demonstrate appropriate workspace cleaning, sanitation, disinfection, and sterilization procedures required in specific occupational areas, e.g., Workplace Housekeeping OSHA Regulations.● Describe the importance of emergency preparedness and an emergency action/response plan.● Identify, describe and demonstrate safety practices in specific occupational areas used to avoid accidents.● Identify and describe fire protection, protection, precautions, and response procedures.
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<p>10.4.2 Technical Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Criminal Justice Health and Safety Skills 	<ul style="list-style-type: none"> ● Demonstrate physical fitness, health, and police safety. ● Describe the role of the first responder.
<p>10.4.3 Employability & Career Readiness:</p> <ul style="list-style-type: none"> ● Communication in the Workplace ● Work Ethic and Professionalism 	<ul style="list-style-type: none"> ● Demonstrate appropriate oral and written communication skills in the workplace. ● Communicate effectively using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors, and customers. ● Demonstrate active listening skills. ● Listen attentively and respectfully to others. ● Demonstrate attendance and punctuality. ● Identify and practice professional time-management and attendance behaviors including punctuality, reliability, planning, and flexibility. ● Demonstrate proper workplace appearance. ● Identify and practice professional appearance specific to the workplace. ● Identify and practice personal hygiene appropriate for duties specific to the workplace. ● Identify and wear required safety gear specific to the workplace.
<p>10.4.4 Technology Literacy Knowledge & Skills:</p> <ul style="list-style-type: none"> ● The ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. 	<ul style="list-style-type: none"> ● Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.
<p>Technical Vocab-</p>	

- Resources-**
- **Local fire department**
 - **NHTSA and DOT Emergency Guide Book**
 - **Connecticut State Police Truck Squad**

Priority Standard 10.5 - Scene Basics

Big Idea(s):

- Like all professions, performance improves with consistent training.
- In the criminal justice and protective services field, training is especially critical because mistakes can:
 - Cost valuable seconds
 - Result in property damage
 - Lead to loss of life
- Training is a regular and essential part of the profession.
- Students must be exposed to:
 - The types of training they will encounter in the field
 - The methods and formats used to present training material

Essential Question(s):

- What could the potential consequences be of having enough training but having that training be poor quality?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.5.1 Safety & Health Knowledge & Skills: <ul style="list-style-type: none"> ● Appropriate responses to situations that may threaten health and safety. 	<ul style="list-style-type: none"> ● Describe the importance of emergency preparedness and an emergency action/response plan. ● Describe procedures used to handle emergency situations, defensive measures and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures. ● Identify, describe and demonstrate safety practices in specific occupational areas used to avoid accidents
10.5.2 Technical Knowledge & Skills: <ul style="list-style-type: none"> ● Criminal Justice Health and Safety Skills 	<ul style="list-style-type: none"> ● Demonstrate physical fitness, health, and police safety. <ul style="list-style-type: none"> • Explain the importance of good (physical and mental) health and physical conditioning as it relates to law enforcement, fire, and EMS. • Describe the role of the first responder. ● Identify and manage hazards at a crime scene.

10.5.3 Employability & Career Readiness:

- **Communication in the Workplace**
- **Work Ethic and Professionalism**

- **Demonstrate appropriate oral and written communication skills in the workplace.**
 - **Communicate effectively using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors, and customers.**
 - **Use a variety of writing/publishing/presentation applications to create and present information in the workplace.**
 - **Identify, locate, evaluate and use print and electronic resources to resolve issues or problems in the workplace.**
 - **Orally present technical and work-related information to a variety of audiences.**
- **Demonstrate active listening skills.**
 - **Listen attentively and respectfully to others.**
- **Demonstrate attendance and punctuality.**
 - **Identify and practice professional time-management and attendance behaviors including punctuality, reliability, planning, and flexibility.**
- **Demonstrate proper workplace appearance.**
 - **Identify and practice professional appearance specific to the workplace.**
 - **Identify and practice personal hygiene appropriate for duties specific to the workplace.**
 - **Identify and wear required safety gear specific to the workplace.**

10.5.4 Technology Literacy Knowledge & Skills:

- The ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

- Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.

Technical Vocab-

Resources-

- FEMA Independent Study Program
- Local police, fire, and EMS agencies

Priority Standard 10.6 - Communication

Big Idea(s):

- Rescue operations are approached carefully, methodically, and intelligently.
- Choosing the correct resources and response methods is critical to safety.
- Poor decisions can result in further injury or loss of life for responders and victims.
- This unit teaches students how to:
 - Evaluate critical situations
 - Use the safest response methods
 - Select the most appropriate resources

Essential Question(s):

- Responding to a disaster is like building a house. It requires many different people, all with their own skills and specialties. You could build a house yourself if you had the time though. What would the consequences be?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

10.6.1 Safety & Health Knowledge & Skills:

- Health and safety regulations.
- Appropriate health and safety practices based on the specific occupational area.
- Appropriate responses to situations that may threaten health and safety.

- Identify, describe and apply health and safety regulations that apply to specific tasks and jobs.
- Explain procedures for documenting and reporting hazards to appropriate authorities.
- Identify and list contact information for appropriate health and safety agencies and resources.
- Identify, describe, and demonstrate personal, shop, laboratory, and job site safety practices and procedures.
- Demonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE).
- Demonstrate appropriate safe body mechanics, including appropriate lifting techniques and ergonomics.
- Locate emergency equipment, first aid kit, SDS information directories, Stop the Bleed kit, AED, and emergency action/response plan/escape routes in your lab, shop, and classroom, including labels and signage that

	<p>follow OSHA Hazard Communication Program (HAZCOM), eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches, and emergency exits.</p> <ul style="list-style-type: none"> ● Describe safety practices and procedures to be followed when working with and around electricity. ● Handle, store, dispose of and recycle hazardous, flammable, and combustible materials, according to EPA, OSHA, and product specifications. ● Describe First Aid procedures for potential injuries and other health concerns in the specific occupational area. ● Describe the importance of emergency preparedness and an emergency action/response plan. ● Describe procedures used to handle emergency situations, defensive measures and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures. ● Identify, describe and demonstrate safety practices in specific occupational areas used to avoid accidents. ● Identify and describe fire protection, protection, precautions, and response procedures.
<p>10.6.2 Technical Knowledge & Skills:</p> <ul style="list-style-type: none"> ● Criminal Justice Health and Safety Skills ● Investigative and Police Procedures 	<ul style="list-style-type: none"> ● Demonstrate physical fitness, health, and police safety. <ul style="list-style-type: none"> • Describe the role of the first responder. ● Demonstrate knowledge of police procedures and write investigative reports. <ul style="list-style-type: none"> • Develop strategies to assist the family of a victim
<p>10.6.3 Employability & Career Readiness:</p> <ul style="list-style-type: none"> ● Communication in the Workplace ● Work Ethic and Professionalism 	<ul style="list-style-type: none"> ● Demonstrate appropriate oral and written communication skills in the workplace. <ul style="list-style-type: none"> ● Communicate effectively using the language and vocabulary appropriate to a

	<p>variety of audiences within the workplace including coworkers, supervisors, and customers.</p> <ul style="list-style-type: none"> ● Demonstrate active listening skills. <ul style="list-style-type: none"> ● Listen attentively and respectfully to others. ● Focus attentively, make eye contact or other affirming gestures, confirm understanding and follow directions. ● Demonstrate attendance and punctuality. <ul style="list-style-type: none"> ● Identify and practice professional time-management and attendance behaviors including punctuality, reliability, planning, and flexibility. ● Demonstrate proper workplace appearance. <ul style="list-style-type: none"> ● Identify and practice professional appearance specific to the workplace. ● Identify and practice personal hygiene appropriate for duties specific to the workplace. ● Identify and wear required safety gear specific to the workplace.
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<p>10.6. 4 Technology Literacy Knowledge & Skills:</p> <ul style="list-style-type: none"> ● The ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. 	<ul style="list-style-type: none"> ● Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.
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Technical Vocab-

Resources-

- Local police, fire, and EMS agencies
- FEMA independent study program
- Urban Search and Rescue

11th Grade Curriculum

Priority Standard 11.1.1 - Intermediate Crime Scene Investigation	
<p>Big Idea(s):</p> <ul style="list-style-type: none"> This unit is about understanding that scientific process (forensic investigations) and that safety is always the number one priority. 	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> If the scientific method is universally accepted among scientists, do crime scene investigators in your town process crime scenes the same way they do in other countries? 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>11.1.1 Laboratory Safety:</p> <ul style="list-style-type: none"> Proper personal protective equipment (PPE) Universally accepted laboratory safety rules 	<ul style="list-style-type: none"> Locate and describe why the different sections of the SDS are important and which ones we are concerned about. Explain which PPE is needed when working in the laboratory and why. List the laboratory safety rules for the shop. Identify possible laboratory safety hazards and how to mitigate them.
<p>11.1.2 How to use the common fingerprint enhancing chemicals</p>	<ul style="list-style-type: none"> Identify and explain which chemical is appropriate for a given piece of evidence. List which chemicals will destroy DNA evidence. Demonstrate, with proper PPE, the use of at least three selected chemicals.
<p>11.1.3 How to collect and package DNA:</p> <ul style="list-style-type: none"> Collecting, packaging, and contamination basics Basic principles of DNA evidence 	<ul style="list-style-type: none"> Explain the significance of DNA evidence and contamination issues. Demonstrate how to properly package and label DNA evidence for

	laboratory submission.
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<p>11.1.4 How to package and request processed evidence be further analyzed by a forensic laboratory:</p> <ul style="list-style-type: none"> • Laboratory packaging requirements • Evidence chain of custody 	<ul style="list-style-type: none"> • List the types of analyses that forensic laboratories can perform. • Demonstrate the Connecticut-specific packaging and submission guidelines for a given piece of evidence.
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<p>Technical Vocab-</p>

<p>Resources-</p> <ul style="list-style-type: none"> • State of Connecticut Division of Scientific Services: Evidence Submission Guidelines (Continually revised. Available on their web portal.) • Forensic chemical instruction and hazard sheets that come with the products. Recommend keeping in a reference book for students to access.

Priority Standard 11.2 - Criminal Investigations

Big Idea(s):

- How to conduct a successful investigation.

Essential Question(s):

- What would someone learn about you by going through your trash?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

11.2.1 The investigatory importance of surveillance:

- The types of surveillance in the 21st century

- Identify the types of investigatory information that can be obtained through surveillance.
- Conduct a mock surveillance and properly document it.

11.2.2 Advanced investigatory tools common to the trade:

- Legal and safety considerations for “Trash pulls” and the legal steps that must be taken
- Digital and social media investigations

- Conduct and document a mock or safe “trash pull”.
- Name the Constitutional amendment that “trash pulls” fall under and when a “trash pull” would be legal versus when it would be illegal.
- Identify the types of evidence that a digital or social media investigation could produce and when a warrant is needed.

11.2.3 Alcohol and narcotic investigations:

- Safety considerations
- Investigating suspected drunken driving incidents using the A-44 form.
- The legal precedents regarding alcohol and drug investigations

- Identify the effects of alcohol and drugs on the body on decision making and vehicle operation.
- Explain what blood alcohol concentration is and what the legal limit is for different license types.

	<ul style="list-style-type: none"> ● List the safety considerations required when conducting suspected DUI stops ● Explain how the fourth amendment applies to DUI stops and the standardization of sobriety tests. ● Conduct the three main field sobriety tests and document on the State of Connecticut A-44 form.
<p>11.2.4 The fundamentals of arrest warrants:</p> <ul style="list-style-type: none"> ● Writing arrest warrant applications from a police report 	<ul style="list-style-type: none"> ● Describe why being chronological is important when authoring an arrest warrant ● Define arrest warrant vocabulary and terminology ● Demonstrate completing an arrest warrant and explain the process for obtaining approval.
<p>11.2.5 The fundamentals of search warrants:</p>	<ul style="list-style-type: none"> ● Describe why being chronological is important when authoring a search warrant ● Define two important types of search warrants <ul style="list-style-type: none"> • Joyce warrants • Mincey warrants ● Demonstrate completing a search warrant and explain the process for obtaining approval. ● Describe the role of the forensic laboratory in the search warrant process
<p>11.2.6 Basic criminal psychology:</p>	<ul style="list-style-type: none"> ● Describe at least five (5) main psychological disorders that are common to criminal behavior and how they differ. ● Explain the role of criminal profiling in law enforcement ● Create a basic criminal profile based on a real or fictitious crime
<p>Technical Vocab-</p>	

Resources

- **Connecticut General Statutes**
- **Connecticut Department of Motor Vehicles regulations regarding operating under the influence**
- **Connecticut Judicial Branch Arrest Warrant Template**
- **Connecticut Judicial Branch Search Warrant Template**
- **American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders Fifth Edition**

Priority Standard 11.3 - Emergency Medical Technician

Big Idea(s):

- The basic principles of emergency care allow an EMT to effectively treat any medical emergency.

Essential Question(s):

- What are the necessary skills to become a successful EMT?

Learning Outcomes

Students will know:

- **11.3.1 Emergency Medical Technician Course:**
- **Module 1: Preparatory**
- **Module 2: Airway**
- **Module 3: Patient Assessment**
- **Module 4: Medical/Behavioral Emergencies and Obstetrics / Gynecology**
- **Module 5: Trauma**
- **Module 6: Infants and Children**
- **Module 7: Operations**
- **Module 8: Advanced Airway**

As evidenced by: (oral, written, or performance)

- **Successful completion of a National Registry cognitive exam**
- **Successful completion of the National Registry practical stations**
- **Patient Assessment/Management - Trauma**
 - **Patient Assessment/Management - Medical**
 - **BVM Ventilation of an Apneic Adult Patient**
 - **Oxygen Administration by Non-Rebreather Mask**
 - **Spinal Immobilization (Seated Patient)**
 - **Spinal Immobilization (Supine Patient)**
 - **Bleeding Control/Shock Management**
 - **Cardiac Arrest Management/AED**
 - **Joint Immobilization**
 - **Long Bone Immobilization**

Technical Vocab-

Resources-

- **The EMT National Standard Curriculum: <https://rosap.ntl.bts.gov/view/dot/12549>**
- **State of Connecticut specific additions change monthly and can be found on the Department of Public Health Instructor's portal**
- **CTECS EMT Adaptations**

12th Grade Curriculum

Priority Standard 12.1.1 - New Technologies	
<p>Big Idea(s):</p> <ul style="list-style-type: none"> ● The CJPS trade field is often the first to adopt and be affected by emerging technologies. ● Personnel in the trade must stay informed about these advancing technologies and their applications. ● Understanding how technology can support operational duties is essential. ● It is equally important to recognize how these technologies may be used maliciously to harm or exploit others. 	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● Whenever a new technology is created, do you believe it has a better chance to be used for good or for evil? 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>12.1.1 The uses and limitations of drone technology:</p> <ul style="list-style-type: none"> ● Introduction to drones ● FAA Drone regulations ● Drone license requirements ● Types of drones ● Benefits of drone use versus helicopter use ● Limitations of commercially available drones ● Law enforcement uses ● Fire department uses ● EMS uses ● Search and rescue uses ● Military uses ● Drone safety 	<ul style="list-style-type: none"> ● Explain what a “drone” is ● Explain why drones are a misunderstood technology ● List several trade uses for drones broken down by the following categories <ul style="list-style-type: none"> • Law enforcement • Firefighting • Emergency medical services • Search and rescue • Military applications ● List several limitations of current drone technology ● Explain safe operating procedures specific to drones and ● Obtain a Federal Aviation Administration (FAA) Remote Pilot License or ● Pass a written knowledge exam

<p>12.1.2 Sniffers and field chemical detection technology:</p> <ul style="list-style-type: none"> ● What is a sniffer ● Different field chemical detectors ● Law enforcement uses <ul style="list-style-type: none"> • Crime scene investigation • Terrorism • DUI cases • Drug cases ● Fire department uses <ul style="list-style-type: none"> • Hazardous materials • Explosive limit detection & the meaning of a combustible’s lower explosive limit (LEL) and upper explosive limit (UEL) ● The role of the National Fire Protection Agency (NFPA), the Occupational Safety and Health Administration (OSHA), and the Environmental Protection Agency (EPA) in the use of such technologies ● The use of canines in chemical detection 	<ul style="list-style-type: none"> ● Explain what a “sniffer” is ● List some of the different trade uses for sniffer and field chemical detection technology ● Find the LEL and UEL for a combustible chemical and explain what those numbers indicate ● Define the acronym “PPM” as it relates to chemical detection ● List several instances where a canine could be safely utilized for chemical detection
<p>12.1.3 Facial recognition:</p> <ul style="list-style-type: none"> ● History of facial recognition use ● Trade uses ● Commercial uses ● Possible legal ramifications for use 	<ul style="list-style-type: none"> ● Explain how facial recognition technology works ● List several trade uses ● List several commercial applications currently using this technology ● Explain the difference between a private business and law enforcement/military when it comes to utilizing facial recognition technology
<p>12.1.4 Commercial technologies:</p> <ul style="list-style-type: none"> ● Ground penetrating radar ● Seismic wave analysis 	<ul style="list-style-type: none"> ● List several technologies that are used commercially and how they could be used for trade purposes if needed
<p>Technical Vocab-</p>	
<p>Resources-</p> <ul style="list-style-type: none"> ● 	

Priority Standard 12.2 - Terrorism

Big Idea(s):

- Terrorism remains a significant and ongoing global threat that impacts all aspects of the trade.
- Personnel in the trade must develop a thorough understanding of terrorism and its effects.
- Members of the trade may be required to respond to incidents involving terrorism.
- Responsibilities can include investigating, protecting against, and helping to prevent acts of terrorism.

Essential Question(s):

- What makes a terrorist rational or irrational?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>12.2.1 What is terrorism and why is it used:</p> <ul style="list-style-type: none"> ● Various definitions ● History of terrorism ● The impacts of terrorism 	<ul style="list-style-type: none"> ● Explain what terrorism is and it's impacts ● Define the acronym "CBRNE & C" ● Provide an example of each ● Explain what each type of terrorist represents ● Explain what is happening in each phase of the attack timeline and where the opportunities are for law enforcement to intervene and stop an attack ● ● and ● ● Present a case study and lessons learned in regards to prevention, response safety, and investigation ● ● or ● ● Pass an awareness-level course determined by the instructor
<p>12.2.2 Types of terrorism (CBRNE & C):</p> <ul style="list-style-type: none"> ● Chemical ● Biological ● Radiological ● Nuclear ● Explosives ● Cyber 	
<p>12.2.3 Types of terrorists and terrorist profiling:</p> <ul style="list-style-type: none"> ● State-sponsored ● Dissent or anti-government ● Political (Left or right) ● Religious ● Criminal 	
<p>12.2.4 Phases of an attack and opportunities for terrorism prevention:</p> <ul style="list-style-type: none"> ● Initial target selection ● Surveillance ● Final target selection ● Pre-attack surveillance ● Planning 	

<ul style="list-style-type: none"> ● Rehearsal ● Execution ● Escape and exploitation 	
<p>12.2.5 Investigative techniques:</p> <ul style="list-style-type: none"> ● Blast science ● See something, say something 	
<p>12.2.6 Recognition and enhancement of scene safety:</p> <ul style="list-style-type: none"> ● Signs of possible CBRNE activity ● The role of the FBI and the Bureau of Alcohol, Tobacco, and Firearms (ATF) 	
<p>Technical Vocab-</p>	
<p>Resources</p> <ul style="list-style-type: none"> ● 	

Priority Standard 12.3 - Scene Basics

Big Idea(s):

- Criminal acts require desire, ability, and opportunity.
- While desire and ability cannot be controlled, opportunity can be reduced.
- Security planning focuses on limiting opportunities to cause harm.

Essential Question(s):

- How would we know if a site security plan was successful or lucky?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>12.3.1 Practical uses:</p> <ul style="list-style-type: none"> ● Events ● Dignitaries ● Critical asset protection ● Schools and public buildings ● Commercial buildings 	<ul style="list-style-type: none"> ● Explain the importance of site security assessments and planning ● List several practical applications of these types of assessments and ● Perform a site security assessment for a particular location or planned event and submit a professional report with the following: <ul style="list-style-type: none"> • An executive summary • Map/diagram • Critical asset identification worksheet • Hazard identification worksheet • Risk analysis worksheet • Practical mitigation strategies categorized by low cost, moderate cost, and high cost • Report conclusion or ● Pass a written exam
<p>12.3.2 Critical asset identification:</p> <ul style="list-style-type: none"> ● What makes something a critical asset ● How are critical assets identified ● Are all critical assets physical objects 	
<p>12.3.3 Hazard identification and probability analysis:</p> <ul style="list-style-type: none"> ● Types of hazards ● Human ● Meteorological ● Geological ● Accidental ● Probability analysis 	
<p>12.3.4 Risk analysis:</p> <ul style="list-style-type: none"> ● Definition ● How to evaluate 	
<p>12.3.5 Mitigation strategies:</p> <ul style="list-style-type: none"> ● Definition ● Importance of providing a financial range of options 	

12.3.6 Site Security Planning:

- **Practical examples**
- **Case studies**

Technical Vocab-

Resources-

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Priority Standard 12.4 - Specialized Units

Big Idea(s):

- Some incidents occur too infrequently to train all personnel extensively.
- Specialized units provide expertise in specific events or skill sets.
- These units offer valuable career specialization opportunities within the trade.

Essential Question(s):

- The selection process for getting into specialized units is often very competitive. What types of traits do you think selection committees look for?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.4.1 Police Units <ul style="list-style-type: none"> • Dignitary protection • Gang intelligence • SWAT 	<ul style="list-style-type: none"> • Explain the benefits of having specialized units • Explain how specialized units integrate into daily operations • List several types of specialized units • List several specialized units that exist in multiple career tracks within the trade <p style="text-align: center;">And</p> <ul style="list-style-type: none"> • Demonstrate what the average day is like for a specialized unit that the instructor has chosen and a snapshot of daily life for (Ex. a dignitary protection team or a USAR team)
12.4.2 Fire Units: <ul style="list-style-type: none"> • HAZMAT • Rescue 	
12.4.3 EMS Units: <ul style="list-style-type: none"> • Ski patrols • Critical care transport 	
12.4. 4 Military Units: <ul style="list-style-type: none"> • Special operations • Intelligence 	
12.4.5 Disaster Units: <ul style="list-style-type: none"> • Disaster Medical Assistance Teams (DMAT) • Disaster Mortuary Assistance Teams (DMORT) • Veterinary Medical Assistance Teams (VMAT) • Urban Search and Rescue Teams (USAR) 	

Technical Vocab-

Resources- •

Priority Standard 12.5 - Advanced Crime Scene Investigation

Big Idea(s):

- Forensic science involves using the best investigative tools and techniques available.
- Advanced investigations often rely on specialized scientific and chemical analysis equipment.
- Many advanced forensic tools are not available directly at crime scenes or within police departments.
- Understanding advanced forensic options expands investigative possibilities.

Essential Question(s):

- What would you rather know when beginning to solve a puzzle, knowing how many pieces the puzzle is supposed to have or knowing what the puzzle looks like when it's done?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.5.1 Statement analysis: <ul style="list-style-type: none">• What is it and when is it used	<ul style="list-style-type: none">• Explain what statement analysis is and what it is capable of determining
12.5.2 Ballistics: <ul style="list-style-type: none">• What is it and when is it used	<ul style="list-style-type: none">• Explain what ballistics is and what it is capable of determining
12.5.3 Advanced chemical analysis: <ul style="list-style-type: none">• Trace chemical analysis• Paint chemical analysis	<ul style="list-style-type: none">• Explain what trace chemical analysis is and what it is capable of determining as it relates to paint transfer and• Identify a suspect vehicle with only the chemical components and ratios within a paint chip
12.5.4 Search warrants: <ul style="list-style-type: none">• Constitutional requirements• State forms• Search warrant process• Style of writing	<ul style="list-style-type: none">• Name the constitutional amendment that covers search warrants and• Author a court-passable search warrant based on a fictitious case and given amount of evidence

Technical Vocab-

Resources

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Priority Standard 12.6 - Emergency Vehicle Operation

Big Idea(s):

- Emergency vehicle operators can legally bypass certain traffic laws when using lights and sirens.
- However, emergency responses must still prioritize safety.
- Unsafe emergency driving can result in serious injuries or fatalities for responders and civilians.
- Safe operation of emergency vehicles is a critical skill within the trade.

Essential Question(s):

- How frequently do you believe speed makes a difference in the outcome of the call?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>12.6.1 Laws regarding emergency vehicle operation</p> <ul style="list-style-type: none"> ● What designates an emergency vehicle ● Emergency vehicle operation ● Emergency vehicle liability ● Legal vs Policy 	<ul style="list-style-type: none"> ● Listing the requirements an emergency vehicle must meet when responding to a call ● Listing the traffic laws that may be broken during response to a call ● List some of the hazards that exist when responding lights and sirens to a call ● Explain the term “outrunning the siren” <p style="text-align: center;">and</p> <ul style="list-style-type: none"> ● Passing a written test regarding emergency response vehicle operations
<p>12.6.2 Case studies:</p> <ul style="list-style-type: none"> ● Outrunning the siren ● Tunnel vision ● Does speed make the difference? How often? 	
<p>12.6.3 Practical emergency vehicle operation:</p> <ul style="list-style-type: none"> ● Use of lights and sirens ● Line of sight ● Effects of adrenaline on the driver ● Navigation ● Vehicle considerations and limitations ● Weather considerations 	

Technical Vocab-

Resources-

Priority Standard 12.7 - Communication

Big Idea(s):

- Training programs require students to demonstrate retained knowledge and skills.
- Individual assessments alone may provide only an incomplete picture of competency.
- The senior project/capstone allows students to apply and showcase what they have learned.
- It serves as a final demonstration of readiness for success in the trade.

Essential Question(s):

- Which is more important to an audience, the ability of a presenter to present or the knowledge a presenter has on the topic?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.7.1 Professionalism: <ul style="list-style-type: none"> ● In all manners 	<ul style="list-style-type: none"> ● Developing a one-day training program for local responders (Police, fire, EMS, dispatch, military, and/or community volunteer teams) or ● Successful participation in a shop capstone project involving a large scale incident involving police, fire, and EMS such as: <ul style="list-style-type: none"> ○ A DUI crash ○ An intentional structure fire ○ Other large-scale incident ● The student will demonstrate the following during the capstone project: <ul style="list-style-type: none"> ○ Scene safety and skill competence for the initial response ○ Evidence preservation/collection ○ Scene diagramming/mapping ○ Witness/suspect interviews ○ Author a search warrant ○ Author an arrest warrant ○ Conduct an arrest and suspect booking <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> ● Student-designed senior project with project parameters and evaluatory process agreed upon by both the program instructor and student prior to project approval.
12.7.2 Proper use of time: <ul style="list-style-type: none"> ● As it pertains to all aspects of the project 	
12.7.3 Comprehension of trade knowledge: <ul style="list-style-type: none"> ● Particular to the project ● Ability to explain it simply to others 	
12.7.4 Trade-proper interactions with peers or the public: <ul style="list-style-type: none"> ● Interactions with peers ● Interactions with partner agencies ● Interactions with the public 	

Technical Vocab-

Resources- •

WBL Standards & Expectations

Rationale:

Prior to the end of grade 10, students who hope to be employed through the WBL program should be able to demonstrate their ability to join the workforce. This can be in the form of an assignment or project to allow students to gather information and explore the possibilities of their future careers.

Employability & Career Readiness

1. Demonstrate Career Exploration and Navigation
2. Demonstrate Communication in the Workplace
3. Demonstrate Work Ethic and Professionalism

- a. Develop a career plan.
 - i. Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders.
- b. Demonstrate job search skills.
 - i. Conduct a job search and complete written and electronic job applications, resumes, cover letters, and related correspondence for a chosen career path.
- c. Demonstrate all phases of the job interview process.
 - i. Gather relevant information about potential employer(s) from multiple print and digital sources, assessing the credibility and accuracy of each source.
- d. Demonstrate active listening skills.
 - i. Listen attentively and respectfully to others.
- e. Demonstrate attendance and punctuality.
 - i. Identify and practice professional time-management and attendance behaviors including punctuality, reliability, planning, and flexibility.
- f. Demonstrate proper workplace appearance.
 - i. Identify and practice professional appearance specific to the workplace.
 - ii. Identify and practice personal hygiene appropriate for duties specific to the workplace.
 - iii. Identify and wear required safety gear specific to the workplace.

