

# Career and Technical Education Adapted CTE Course Blueprint of Essential Standards and Indicators

## Trade and Industrial Education

### *IP11 Public Safety I*

Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Academic Services and Instructional Support  
Division of Career and Technical Education  
[David Barbour](#), Project Director

Raleigh, North Carolina  
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Contact [T&leducation@dpi.state.nc.us](mailto:T&leducation@dpi.state.nc.us) for more information

Special thanks to the following educators who developed this Adapted CTE Course Blueprint.

James Bowser	Westover High School	Daryle Nobles	Cumberland County Schools
David Hargis	Cumberland County EMS	Fred Curley	E.E. Smith High School
Nattlie McArthur	Southview High School		

**This Adapted CTE Course Blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry.**

## Adapted CTE Course Blueprint

Essential standards are big, powerful ideas that are necessary and essential for students to know to be successful in a course. Essential standards identify the appropriate verb and cognitive process intended for the student to accomplish. Essential standards provide value throughout a student's career, in other courses, and translate to the next level of education or world of work.

This document lays out the essential standards for successfully completing the Introduction to Public Safety course. This is a foundation course based upon industry certifications in the field of public safety. The essential standards use Revised Bloom's Taxonomy (RBT) category verbs (remember, understand, apply, analyze, evaluate, create) that reflect the overall intended cognitive outcome of the indicators written by the American Careers Educational Program. Each essential standard and indicator reflects the intended level of learning through two dimensions; The Knowledge Dimension is represented with letters A-C, and the Cognitive Process Dimension by numbers 1-6.

The Adapted CTE Course Blueprint includes units of instruction, essential standard(s) for each unit, and the specific indicators aligned with industry certification. Also included are the relative weights of the units and essential standards within the course.

This document will help teachers plan for curriculum delivery for the year, prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Curriculum for this course is not provided by NCDPI. American Careers Educational Program provides review and approval for this course collaborated with the North Carolina Department of Public Instruction (NCDPI) through the development of a curriculum guide and a valid and secures postassessment administered by NCDPI. Assessment for this course is written at the level of the **ESSENTIAL STANDARD** and assesses the intended outcome of the sum of its indicators.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

### Interpretation of Columns on the NCDPI Adapted CTE Course Blueprint

No.	1	2	3	4
Heading	Essential Std #	Unit Titles, Essential Standards, and Indicators	Course Weight	RBT Designation
<b>Column information</b>	Unique course identifier and essential standard number.	Statements of unit titles, essential standards per unit, and specific indicators per essential standard. If applicable, includes % for each indicator.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and indicators in Dimensions according to the Revised Bloom's Taxonomy.  <b>Cognitive Process Dimension:</b> 1 Remember 2 Understand 3 Apply 4 Analyze 5 Evaluate 6 Create  <b>Knowledge Dimension:</b> A Factual Knowledge B Conceptual Knowledge C Procedural Knowledge

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTOS are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

## Adapted CTE Course Blueprint for IP11 PUBLIC SAFETY I

(Recommended hours of instruction: 135 or 180)

Essential Std #	Units, Essential Standards, and Indicators (The Learner will be able to:)	Course Weight	RBT Designation
1	2	3	4
	<b>Total Course Weight</b>	<b>100%</b>	
<b>A</b>	<b>CAREER PLANNING IN PUBLIC SAFETY</b>	<b>19%</b>	
<b>PS1.00</b>	<b>Understand basic career information in Public Safety.</b>	<b>7%</b>	<b>B2</b>
	1.01 Analyze projected job growth in Public Safety (2%) 1.02 Identify the five pathways in the Public Safety Career Cluster (3%) 1.03 Analyze the careers available within each pathway (2%)		
<b>PS2.00</b>	<b>Understand career planning needed in Public Safety</b>	<b>12%</b>	<b>B2</b>
	2.01 Determine the career knowledge and skills necessary for each pathway (2%) 2.02 Develop a plan for building these skills to prepare for a career in Public Safety (2%) 2.03 Investigate the educational needs for various public safety careers (2%) 2.04 Discover specific interests through an interest inventory assessment (2%) 2.05 Evaluate results of interest inventory as they relate to public safety careers. (2%) 2.06 Investigate potential career areas based on interest inventory results (2%)		
<b>B</b>	<b>CAREER EXPLORATION IN PUBLIC SAFETY</b>	<b>81%</b>	
<b>PS3.00</b>	<b>Explore careers in Correction Services</b>	<b>15%</b>	<b>B2</b>
	3.01 Understand types of careers in Correction Services (3%) 3.02 Analyze case studies to determine roles and responsibilities of persons in the field of correction services (12%)		
<b>PS4.00</b>	<b>Explore careers in Emergency and Fire Management Services</b>	<b>15%</b>	<b>B2</b>
	4.01 Understand types of careers in Emergency and Fire Management Services (3%) 4.02 Analyze case studies to determine roles and responsibilities of persons in the field of Emergency and Fire Management Services (12%)		
<b>PS5.00</b>	<b>Explore careers in Security and Protective Services</b>	<b>15%</b>	<b>B2</b>
	5.01 Understand types of careers in Security and Protective Services (3%) 5.02 Analyze case studies to determine roles and responsibilities of persons in the field of Security and Protective Services (12%)		
<b>PS6.00</b>	<b>Explore careers in Law Enforcement Services</b>	<b>15%</b>	<b>B2</b>
	6.01 Understand types of careers in Law Enforcement Services (3%) 6.02 Analyze case studies to determine roles and responsibilities of persons in the field of Law Enforcement Services (12%)		
<b>PS7.00</b>	<b>Explore careers in Legal Services</b>	<b>15%</b>	<b>B2</b>
	7.01 Understand types of careers in Legal Services (3%) 7.02 Analyze case studies to determine roles and responsibilities of persons in the field of Legal Services (12%)		
<b>PS8.00</b>	<b>Apply a procedure to develop a personal plan for a career in Public Safety</b>	<b>6%</b>	<b>C3</b>
	8.01 Investigate options for pursuing a career in Public Safety (2%) 8.02 Review career cluster plans to include post-secondary programs and requirements for entry (2%) 8.03 Investigate costs involved and financial assistance available to pursue career goals (2%)		

## **Appendix A Credential Information**

### **I. Credential name**

NA

### **II. Vendor(s) name and contact information**

American Careers Educational Program <http://www.carcom.com/Site/Home.html>

### **III. Use (desirability) of credential in industry**

National Partnership for Careers in Law, Public Safety, Corrections and Security (hereafter known as The National Partnership) is a consortium that focuses on the Public Safety sector. The National Partnership continues the efforts begun in 1999, with the establishment of the National Partnership for Careers in Public Safety and Security. Initially established with funding from the U.S. Department of Justice, it now exists as a true partnership with state, local and federal public safety agencies, secondary and post-secondary education institutions and an array of professional and educational associations.

In 2004 the merger of two organizations created the National Partnership for Careers in Law, Public Safety, Corrections and Security Career Programs. The National Partnership is affiliated with the National Crime Prevention Council ([www.ncpc.org](http://www.ncpc.org)). The National Partnership serves as the lead organization for the Law, Public Safety, Corrections and Security Career Cluster ([www.careerclusters.org/clusters/lps.htm](http://www.careerclusters.org/clusters/lps.htm)). This is one of the 16 Career Clusters established by the Department of Education and currently overseen by the National Association of State Directors of Career and Technical Education ([www.careertech.org](http://www.careertech.org).)

Public Safety careers are expected to continue to grow in North Carolina as the population continues to increase and as the state continues to move from a mostly rural state to a more urban state. This will provide more jobs and more opportunities for non-traditional students desiring a career in this field.

In addition to the increased demand, there is also an opportunity for females and minorities in this field. This is a real demand that is opening doors as more opportunities become available.

### **IV. Impact on future employment opportunities**

Students with knowledge of careers in the public safety field will be prepared to pursue careers in this field.

It should be noted that the materials taught in this course provide only the minimum overview of this cluster and can lead to certifications within this field.

**V. Cost of credential**

NA

**VI. Description of how to obtain assessment test from vendor**

A statewide postassessment test will be provided from the American Careers Educational Program and given to NCDPI for distribution in the same manner as normal postassessment distribution. After reading this information, any additional questions can be addressed to the program area consultant by emailing your questions to [T&Ieducation@dpi.state.nc.us](mailto:T&Ieducation@dpi.state.nc.us).

**VII. Description of state or national cut score standard AND reportable to state in data timeline**

These assessments will be handled through the LEAs IMS coordinator in accordance with all test security measures and procedures.