

## Law, Public Safety, Corrections and Security: Legal Services Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Legal Services Pathway of the Law, Public Safety, Corrections and Security Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

| EDUCATION LEVELS   | GRADE  | English/<br>Language Arts                         | Math                               | Science                                | Social Studies/<br>Sciences                 | Other Required Courses<br>Other Electives<br>Recommended<br>Electives<br>Learner Activities  | *Career and Technical Courses<br>and/or Degree Major Courses for<br>Legal Services Pathway | SAMPLE<br>Occupations Relating<br>to This Pathway   |  |
|--|--|---|------------------------------------|--|---|--|--|---|--|
| <i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>  |  |   |                                    |  |   |  |  |   |  |
| SECONDARY  | 9  | English/<br>Language Arts I                       | Algebra I                          | Earth or Life or<br>Physical Science   | State History<br>Civics                     | All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.   | • Introduction to Law, Public Safety, Corrections and Security Careers                     | ▶ Administrative Lawyer<br>▶ Attorney<br>▶ Case Management Specialist<br>▶ Court Reporter<br>▶ File and Document Manager<br>▶ Information Officer<br>▶ Investigator<br>▶ Judge<br>▶ Law Clerk<br>▶ Legal Assistant<br>▶ Legal Secretary<br>▶ Magistrate<br>▶ Mediator/Arbitrator<br>▶ Negotiator<br>▶ Paralegal |  |
|  | 10   | English/<br>Language Arts II                      | Geometry                           | Biology                                | U.S. History<br>Psychology                  |  | • Criminal Justice I<br>• Information Technology Applications                              |   |  |
|  | 11   | English/<br>Language Arts III                     | Algebra II                         | Chemistry                              | World History                               |  | • Criminal Justice II<br>• Constitutional Law<br>• Introduction to Legal Services          |   |  |
|  | <i>College Placement Assessments-Academic/Career Advisement Provided</i> |   |                                    |  |   |  |  |   |  |
|  | 12   | English/<br>Language Arts IV<br>Technical Writing | Statistics or other<br>math course | Physics or<br>Forensic Science         | Foundations of<br>International Law         |  | • Careers in Legal Services<br>• Business Management                                       |   |  |
| <i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i> |  |   |                                    |  |   |  |  |   |  |
| POSTSECONDARY  | Year 13  | English<br>Composition<br>English Literature      | Algebra                            | Chemistry                              | American<br>Government<br>Psychology        | All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. Physical Education courses and/or activities are critical in this career pathway. | • Law, Public Safety, Corrections and Security Communications                              |   |  |
|  | Year 14  | Speech/<br>Oral<br>Communication                  | Computer<br>Applications           | Biological Science<br>Physical Science | American History<br>Sociology               |  | • Government and the Law<br>• The Courts and Criminal Procedures                           |   |  |
|  | Year 15  |   |                                    |  | Political Science<br>Geography<br>Economics |  | • Continue Courses in the Area of<br>Specialization  |   |  |
|  | Year 16  | Continue courses in the area of specialization.   |                                    |  |   |  |  |   | • Complete Legal Services Major<br>(4-Year Degree Program) |

### *Creating Your Institution's Own Instructional Plan of Study*

**With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.**

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=93>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=59>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

**Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.**

**The following course is based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=93>. These skills are reinforced through participation in student organization activities.**

#1

*Introduction to Law, Public Safety, Corrections and Security Careers:* This course is designed to give students an overview and history of careers in the field of Law, Public Safety, Corrections and Security. Areas of study include but are not limited to corrections services, emergency and fire management services, security and protective services, law enforcement services and legal services. A job-shadowing component is included, and this course gives the student a strong foundation for the Law, Public Safety, Corrections and Security pathways. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

**The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=59>. These skills are reinforced through participation in student organization activities.**

#2

*Criminal Justice I:* Students will study social life, social change, and the social causes and consequences of behavior. Students will use a social science research model to investigate contemporary American issues of social inequality, patterns of behavior, forces for social change and resistance, and also learn how social systems work. Students will study people in their interactions with others and practice interpersonal skills. They will discuss self-concept, develop an understanding of how people function as individuals and members of groups, and understand the impact of social institutions. Content includes introductions to criminology, ethics as applied to correction services, legal responsibilities, teamwork, constitutional law, use of force and conflict resolution.

#3

*Information Technology Applications:* Students will practice ethical use of technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail and Internet applications to communicate, search for and access information.

**The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=59> and should include appropriate student activities. Appropriate concepts may be added as needed to meet various certification standards.**

#4

*Criminal Justice II:* Students will use standard operational procedures used in the criminal justice system, apply psychology principles to deal with erratic human behavior, apply anger management techniques to resolve conflicts and reduce anger, evaluate the surrounding environment for signs of potential problems and/or danger, and take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects and work activities in the correctional environment.

#5

*Constitutional Law:* This course provides an analysis of the historical development of the constitution, the relationship of the states to the Bill of Rights, the effects of the due process clause of the 14th amendment and the application of the Bill of Rights to the states.

#6

*Introduction to Legal Services:* This course covers the major institutions and processes in the administration of justice, the role and function of the courts, the process of criminal and civil cases and methods for development of cooperative arrangements with other criminal justice professionals.

#7

*Careers in Legal Services:* Students will learn the structure of state and federal legal systems, how the various agencies work together and their areas of jurisdiction. This course provides entry-level training in police ethics, police investigations, traffic investigations, officer survival, use of force, rules of evidence, constitutional law, felony and misdemeanor arrests, community relations, forensic science, tactical communications, witness interview and suspect interrogation. A work-based experience component is provided.

#8

*Business Management:* Students will study the functions of management including organization, human resources, finance, marketing, ethics and government relations.

#9

*Law, Public Safety, Corrections and Security Communications:* Students will develop listening and verbal skills to obtain and clarify information provided in oral communication, use conflict resolution skills and knowledge to resolve conflicts among individuals, interpret non-verbal communication messages to discern facts from fabrication and write effective correspondence and materials related to law, public safety, corrections and security.

#10

*Government and the Law:* This course provides advanced study in constitutional, criminal, and civil law. Students will study the American political system to detail activities in branches of government and explain the role of the legislative, judicial, and executive branches of government. Students will distinguish between the U.S. legal system and foreign legal systems, learn about international treaties, conventions and extraditions and study regulation administrative law.

#11

*The Courts and Criminal Procedures:* Students will use critical thinking skills to create solutions to problems, consult appropriate references to use legal terminology effectively, take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects and work activities, and demonstrate the personal commitment to safety, health, and environmental policies and procedures.

# Notes

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