

This document crosswalks the definition of global competence, as defined by the Asia Society (<http://asiasociety.org/files/book-globalcompetence.pdf>) to the Common Career Technical Core (CCTC), a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education, managed by Advance CTE (<https://www.careertech.org/cctc>). The definition of global competence and the CCTC were developed separately by state education leaders as well as diverse groups of teachers, business and industry experts, administrators, and researchers.

\* Please note, if the URL links do not work, copy and paste them into your browser.

Law, Public Safety, Corrections, & Security Career Cluster© (LW)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Analyze the nature and scope of the Law, Public Safety, Corrections, & Security Career Cluster and the role law, public safety, corrections, and security play in society and the economy.	X	X	X		Review the videos on the Public Safety Career Information Center website for the particular public safety role your course/program is focused on (i.e., law enforcement, CSI, fire science, etc.). As part of the class discussion following the video(s), ask students what they believe is the role of cultural background in the career field. In their experience how important is cultural diversity to law, public safety, corrections, and security careers? Why?	<a href="http://www.publicsafetyinfo.org/index.php/videos">http://www.publicsafetyinfo.org/index.php/videos</a>
2	Formulate ideas, proposals, and solutions to ensure effective and efficient delivery of law, public safety, corrections, and/or security services.	X	X	X		Use a current event in the news featuring people from diverse cultural backgrounds and ask students to create their own ideas for solutions for the issue.	
3	Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections, and/or security environment.						
4	Conduct law, public safety, corrections, and security work tasks in accordance with employee and employer rights, obligations, and responsibilities, including occupational safety and health requirements.						

5	Analyze the various laws, ordinances, regulations, and organizational rules that apply to careers in law, public safety, corrections and security.	X					
6	Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections, & Security Career Pathways.	X			X	After watching the videos from Public Safety Career Information Center above, have students investigate local, regional, and national locations to obtain training, considering international opportunities as well.	<a href="http://www.publicsafetyinfo.org/index.php/videos">http://www.publicsafetyinfo.org/index.php/videos</a>

**Correction Services Career Pathway (LW-COR)**

Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Evaluate the correctional environment for signs of potential problems and/or danger.		X	X		As part of this evaluation, consider the cultural diversity of prisons. Read the article from Corrections.com entitled "Managing Cultural Diversity Inside Prisons," as a basis for discussion. Include in your discussion how leaders in prisons can influence the environment (as mentioned in the article).	<a href="http://www.corrections.com/news/article/30240-managing-cultural-diversity-inside-prisons">http://www.corrections.com/news/article/30240-managing-cultural-diversity-inside-prisons</a>
2	Demonstrate leadership roles, responsibilities, and collaboration in correctional environments.		X	X			
3	Analyze the impact of federal, state, and local laws on correctional facilities.						
4	Describe the various roles and impacts of forensics and computer forensics in the resolution of crime in the correctional environment.						

5	Describe the legal, regulatory, and organizational guidelines governing the correction services.					
6	Compare and contrast different career fields in the correction services.	X	X	X	Research the International Corrections & Prisons Association. Discuss its mission, some of the news stories on its website, and how it provides an international perspective on correction services careers.	<a href="http://icpa.ca/">http://icpa.ca/</a>
7	Demonstrate effective communication skills (e.g., writing, speaking, active listening, and nonverbal communication) in the correctional environment.		X	X	Read the article on "89 Skills for Successful Corrections Officers," and compare these skills to global competencies. You may want to use the Career Ready Practices Global Readiness guide. (AsiaSociety.org/CTE)	<a href="http://www.correctionsone.com/column/articles/8685690-8-skills-of-successful-correctional-officers/">http://www.correctionsone.com/column/articles/8685690-8-skills-of-successful-correctional-officers/</a>
8	Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments.					
9	Demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment.					
10	Analyze situations that require the use of force, including deadly force, to determine when varying degrees of force should be utilized in correctional facilities.					
11	Analyze the impact of the Fourth, Fifth, Sixth, and Fourteenth Amendments in the correction services environment.					
12	Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment.		X	X	Read the Corrections.com article on "The Powerful Role of Ethics in Corrections." After reading, students write a one-page opinion paper on the role of culture and diversity in ethics of corrections officers and how they feel culture impacts everyday ethical situations in prison environments.	<a href="http://www.corrections.com/articles/7890-the-powerful-role-of-ethics-in-corrections">http://www.corrections.com/articles/7890-the-powerful-role-of-ethics-in-corrections</a>
13	Describe the knowledge and technical skills needed to carry out the day-to-day operations at a correctional facility.		X	X		

Emergency & Fire Management Services Career Pathway (LW-EFM)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Demonstrate effective communication skills (e.g., writing, speaking, listening, and nonverbal communication) while utilizing communications equipment and platforms common to emergency and fire management services.		X	X		Discuss language barriers and strategies in emergency situations.	<a href="http://archive.vera.org/sites/default/files/resources/downloads/Overcoming_Language_Barriers_FINAL.pdf">http://archive.vera.org/sites/default/files/resources/downloads/Overcoming_Language_Barriers_FINAL.pdf</a>
2	Manage an incident scene as the first responder using emergency response skills.						
3	Utilize up-to-date technology equipment and applications to facilitate the management of emergency and fire management situations.						
4	Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services.						
5	Execute safety procedures and protocols associated with local, state, and federal regulations.						
6	Develop an organizational professional growth plan including the development of team building and leadership skills within the emergency and fire management environment.	X	X			Consider cultural and linguistic competency building in a professional growth plan to better serve multicultural communities.	<a href="http://www.phe.gov/Preparedness/planning/abc/Pages/linguistic.aspx">http://www.phe.gov/Preparedness/planning/abc/Pages/linguistic.aspx</a>
7	Describe the legal, regulatory, and organizational guidelines governing emergency and fire management services.	X	X	X		Read the International Disaster Response Laws, Rules, & Principles. Discuss or write about the similarities and differences between these and domestic laws and policies.	<a href="http://www.ifrc.org/what-we-do/disaster-law/about-disaster-law/international-disaster-response-laws-rules-and-principles/">http://www.ifrc.org/what-we-do/disaster-law/about-disaster-law/international-disaster-response-laws-rules-and-principles/</a>
8	Compare and contrast the different career fields in fire and emergency management services.	X	X	X		Students use the Salvation Army website interactive map to explore emergency services around the world. Have students write or discuss how these services are similar to or different from services in the U.S.	<a href="http://www.salvationarmy.org/ihq/emergency">http://www.salvationarmy.org/ihq/emergency</a>
9	Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.						
10	Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.						



11	Implement an appropriate Incident Command System to effectively manage an incident scene.						
12	Use common codes and icons to properly handle and transport potentially hazardous substances in fire and medical emergency scenes.						
13	Implement public relations plans to enhance public awareness and safety in fire and emergency situations.						
14	Describe the elements and issues involved in using the preparedness and response systems available to manage large-scale disasters.						
15	Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters.	X	X	X		Utilize the lesson plan from FEMA on <i>Local Damage Assessment</i> ( <a href="https://emilms.fema.gov/IS559/lesson1/01_01_060print.htm">https://emilms.fema.gov/IS559/lesson1/01_01_060print.htm</a> ). Follow this lesson with a case study from George Mason University's Center for Infrastructure Protection & Homeland Security ( <a href="http://cip.gmu.edu/case-studies-downloads/">http://cip.gmu.edu/case-studies-downloads/</a> ). After completed, follow up with students (written reflection or class discussion) on how this disaster would differ if it had taken place in another country. Have students do research on a similar case in another country and write a compare/contrast paper on the two situations.	<a href="https://emilms.fema.gov/IS559/lesson1/01_01_060print.htm">https://emilms.fema.gov/IS559/lesson1/01_01_060print.htm</a> ; <a href="http://cip.gmu.edu/case-studies-downloads/">http://cip.gmu.edu/case-studies-downloads/</a>

Law Enforcement Services Career Pathway (LW-ENF)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Demonstrate effective communication skills (e.g., writing, speaking, listening, and nonverbal communication) required in law enforcement.		X	X		Watch the 13-minute video on Alaska Native Cross Cultural Communication for Law Enforcement. Follow the video with a discussion on what you have seen as areas of concern with cross-cultural communication, how this can be compared to local law enforcement in the communities in your area, and what you might take away from this video when you become an officer.	<a href="https://www.youtube.com/watch?v=q7C1V7aZgkI">https://www.youtube.com/watch?v=q7C1V7aZgkI</a>
2	Demonstrate proficiency in the operation of communications equipment used in an emergency telecommunications center.						
3	Utilize anger and conflict management strategies to resolve problems in law enforcement settings.		X	X		After discussing anger and conflict management strategies and law enforcement codes of conduct, consider peacekeeping internationally. For example, consider the U.N. police approach "changing physical, social, economic, and political" environments. After reviewing some of the challenges on the website, discuss resolving conflicts in a variety of environments as well as adhering to a code of conduct despite changing situations.	<a href="http://www.un.org/en/peacekeeping/issues/">http://www.un.org/en/peacekeeping/issues/</a>
4	Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.		X	X			
5	Analyze the impact of federal, state, and local laws on law enforcement procedures.						
6	Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth, and Fourteenth Amendments.						
7	Manage crime and loss prevention programs in collaboration with the community.	X	X	X		Have students each select two of the six topics on the ISISC website to read. Follow their reading with a discussion on managing crime and prevention and managing crisis situations internationally.	<a href="http://www.isisc.org/dms/index.php?option=com_k2&amp;view=itemlist&amp;layout=category&amp;task=category&amp;id=43&amp;Itemid=246">http://www.isisc.org/dms/index.php?option=com_k2&amp;view=itemlist&amp;layout=category&amp;task=category&amp;id=43&amp;Itemid=246</a>
8	Explain the appropriate techniques for managing crisis situations in order to maintain public safety.	X	X	X			

9	Evaluate for the signs of domestic violence, child abuse and neglect.	X	X	X		The U.S. Department of Health & Human Services has a resource page, <i>Cultural Competence: Child Abuse and Neglect</i> . Can "explore the relationship between culture and child maltreatment, including how child abuse and neglect is viewed in different cultures and how child welfare workers can respond."	<a href="https://www.childwelfare.gov/topics/systemwide/cultural/can/">https://www.childwelfare.gov/topics/systemwide/cultural/can/</a>
10	Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.						
11	Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations.	X	X	X	X	Have students research recent terrorist attacks in the news. Each student should select a recent situation, research law enforcement's approach, and write a two- to three-page paper comparing law enforcement's approach in that particular situation to what they have learned about law enforcement protocols. Students should present what they learned to each other and compare what they found. As an additional option, a guest speaker could appear or individual interviews could be conducted for students to get another experienced perspective as well.	
12	Demonstrate the procedures to properly protect, document, and process the crime scene and all related evidence.						
13	Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.						
14	Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.	X	X	X		The U.N. provides the Legal Framework of Drug Trafficking and the U.N. World Drug Report provides data/statistics about drug trafficking as well as the supply and demand of particular drugs. Have students review these pages and discuss law enforcement's role in the international drug trade, as well as drug use prevention, treatment, and care, also posted on the U.N. Office on Drugs and Crime's website.	<a href="https://www.unodc.org/unodc/en/drug-trafficking/legal-framework.html">https://www.unodc.org/unodc/en/drug-trafficking/legal-framework.html</a> ; <a href="https://www.unodc.org/wdr2016/index.html">https://www.unodc.org/wdr2016/index.html</a> <a href="https://www.unodc.org/unodc/en/drug-prevention-and-treatment/index.html">https://www.unodc.org/unodc/en/drug-prevention-and-treatment/index.html</a>



Legal Services Career Pathway (LW-LEG)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Demonstrate effective communication skills (writing, speaking, listening, and nonverbal communication) in the legal services environment.		X	X		New Mexico Department of Public Safety Cultural Diversity Lesson Plan for cultural communication in law enforcement agencies.	<a href="http://nmlea.dps.state.nm.us/wp-content/uploads/2014/03/Block-2/Cultural-Diversity/Cultural-Diversity-Lesson-Plan.pdf">http://nmlea.dps.state.nm.us/wp-content/uploads/2014/03/Block-2/Cultural-Diversity/Cultural-Diversity-Lesson-Plan.pdf</a>
2	Interpret nonverbal communication cues in order to discern facts from fabrication.			X			
3	Produce written legal materials using writing strategies applicable to the legal services environment.						
4	Apply information technology tools to perform daily tasks assigned to legal services professionals.						
5	Analyze the role forensics plays in preventing and solving crimes.	X	X	X		ConnectEd Curriculum Unit on Forensics (Crime Scene Investigation) Subunit 3 includes a world history component: students study war crime investigations and how the use of forensic science has provided evidence of crimes against humanity that might otherwise never be known.	<a href="http://www.connectedcalifornia.org/files/LJCrimeSceneInvestigation_FullUnit.pdf">http://www.connectedcalifornia.org/files/LJCrimeSceneInvestigation_FullUnit.pdf</a>
6	Use legal terminology to communicate within the legal services community.						
7	Compare and contrast different career fields in the legal services.	X	X			Research international law at law schools of interest. Select two or three law school websites. Write a one-page paper on what you find unique and interesting about the field of international law compared to becoming a domestic attorney.	





8	Analyze the influence of the three branches of the U.S. government (judicial, legislative, and executive) on the legal services.	X	X	X		Allow students to compare other countries' governments with the U.S. government. Go to the NationMaster website. Halfway down the page, there is a "Compare any two" box. Select the U.S., then select another country, and select Government. Students can either discuss or write about their findings.	<a href="http://www.nationmaster.com/au">http://www.nationmaster.com/au</a>
9	Analyze the impact of the Fourth, Fifth, Sixth, and Fourteenth Amendments on the provision of legal services.	X	X	X		Select a concept from one of the amendments (i.e., right to counsel, cruel and unusual punishment). After researching the amendment, select another country and research the same concept in that country. Write a one- to two-page comparison paper.	<a href="http://www.ushistory.org/gov/10c.asp">http://www.ushistory.org/gov/10c.asp</a>



Security & Protective Services Career Pathway (LW-SEC)						
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	Resources
1	Demonstrate effective communication skills (e.g., writing, speaking, listening, and nonverbal communication) when communicating security-related directives, technical concepts, and other information.		X	X		Lesson plan on the concepts of security, including international security. (TeacherVision.com website) <a href="https://www.teachervision.com/social-security/lesson-plan/30117.html">https://www.teachervision.com/social-security/lesson-plan/30117.html</a>
2	Utilize conflict resolution skills to resolve conflicts among individuals.		X	X		Think about some of the differences between individualistic and collectivist cultures after reading the article from Mediate.com called <i>Cross Cultural Conflict Resolution in Teams</i> . How might this affect conflict resolution in security or protective services careers? <a href="http://www.mediate.com/articles/ford5.cfm">http://www.mediate.com/articles/ford5.cfm</a>
3	Compare and contrast the roles, responsibilities, tools, and techniques of the criminal justice and security fields.	X	X	X		Student groups jigsaw the article from American University International Law Review on <i>The Role of the International Criminal Court in Enforcing International Criminal Law</i> . Each group presents to the other groups on each portion of the article. <a href="http://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1129&amp;context=auilr">http://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1129&amp;context=auilr</a>
4	Describe the legal, regulatory, and organizational guidelines governing the security and protective services.	X		X		Students can research regulations and laws relevant to international laws. Students or student groups can further research specific laws and present the law and the impact of these laws/regulations on international security and protective services. <a href="http://www.csoonline.com/article/2126072/compliance/the-security-laws--regulations-and-guidelines-directory.html">http://www.csoonline.com/article/2126072/compliance/the-security-laws--regulations-and-guidelines-directory.html</a>
5	Analyze the impact of federal, state, and local laws on the security and protective services field.	X		X		
6	Apply ethical and legal responsibilities of security and protective services personnel to various situations in the security and protective services field.					

7	Analyze the impact of the Fourth, Fifth, Sixth, and Fourteenth Amendments on the security and protective services.	X	X	X	Select a concept from one of the amendments (i.e., right to counsel, cruel and unusual punishment). After researching the amendment, select another country and research the same concept in that country. Write a one- to two-page comparison paper.	<a href="http://www.ushistory.org/gov/10c.asp">http://www.ushistory.org/gov/10c.asp</a>
8	Compare and contrast the different career fields in the security and protective services.	X		X	In teams, students search for an international security position on a job search website. When they find a job description, have students figure out the skills necessary for the job. Have students compare and contrast these skills and discuss the similarities and differences of these international positions compared to domestic security jobs.	
9	Evaluate the application and relevance of crime prevention concepts and security assessments to security and protective services functions.					
10	Explain the application of risk management principles to the protection of assets in various settings.		X	X	Read the article from <i>Info Security</i> magazine on "Risk Management and the Lessons Learned from 9/11, Hurricane Katrina." Following the article, discuss how risk management processes have changed since this article was written (2011) and specifically how risk management takes into account the international setting.	<a href="http://www.infosecurity-magazine.com/news/risk-management-and-the-lessons-learned-from-911/">http://www.infosecurity-magazine.com/news/risk-management-and-the-lessons-learned-from-911/</a>
11	Describe the importance of utilizing good public relations techniques and building relationships in security and crisis situations.	X	X	X	Use the National Geographic Lesson Plan on International Alliances. Students research international organizations, such as the WTO, UN, NATO, European Union, etc.	<a href="http://nationalgeographic.org/archive/xpeditions/lessons/13/g912/eurounion.html?ar_a=1">http://nationalgeographic.org/archive/xpeditions/lessons/13/g912/eurounion.html?ar_a=1</a>
12	Describe the role of security systems in an overall security strategy.	X	X	X		
13	Explain the duties of security and protective services personnel in terrorism, homeland security, and disaster preparedness.			X	Review the duties of the Office of Homeland Security in preventing terrorism, ensuring resilience to disasters, securing cyberspace, and protecting U.S. borders.	<a href="https://www.dhs.gov/preventing-terrorism-and-enhancing-security">https://www.dhs.gov/preventing-terrorism-and-enhancing-security</a>
14	Apply basic management principles for the effective supervision and management of a security force or an organization's security program.		X	X	Read the <i>Community College Daily</i> article on "The Evolving Role of Public Safety Officers on Campus." What are the skills needed to manage a security program on a college campus?	<a href="http://www.ccdaily.com/Pages/Campus-Issues/The-evolving-role-of-public-safety-officers-on-campus.aspx">http://www.ccdaily.com/Pages/Campus-Issues/The-evolving-role-of-public-safety-officers-on-campus.aspx</a>

15	Perform the roles and responsibilities of a security officer, including basic incident response.		X	X		Discuss how responses to basic incidents may change depending on the culture of the person/people involved.	
16	Compare types and techniques of security approaches within the public and private sectors.		X	X		Article on concepts and theories of international security to compare to domestic concepts and theories.	<a href="http://www2.warwick.ac.uk/fac/soc/pais/study/studymasters/pgmodules/po966/">http://www2.warwick.ac.uk/fac/soc/pais/study/studymasters/pgmodules/po966/</a>
17	Demonstrate the concepts and techniques used to ensure the security of information-based and intangible assets.						
18	Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.					Utilize the article to start a conversation with students about the importance of intelligence to international security. Utilize the 9/11: The Intelligence Angle lesson plan.	<a href="http://www.e-ir.info/2013/11/08/importance-of-intelligence-to-international-security/">http://www.e-ir.info/2013/11/08/importance-of-intelligence-to-international-security/</a> ; <a href="http://www.spymuseum.org/education-programs/educators/lesson-plans-activities/911-the-intelligence-angle/">http://www.spymuseum.org/education-programs/educators/lesson-plans-activities/911-the-intelligence-angle/</a>

