

Glendale Unified School District School

High School

February 5, 2019

Department: Career Technical Education

Course Title: Introduction to Public Safety 1-2 (replace Police Fire Academy 1-2)

Course Code: 5587V/5588V

Grade Level(s): 9-12

School(s)
Course Offered: Hoover High School

UC/CSU Approved
(Y/N, Subject): Yes; "g" General Elective

Course Credits: 10

Recommended
Prerequisite: none

Recommended
Textbook(s): *Firefighter Skills*, 2nd edition/2009, Jones and Barlett Publishers, LLC
National Fire Protection Association, ISBN-13: 978-0-7637-5342-9

Course Overview: Introduction to Public Safety is the beginning course in the Public Services industry sector, Public Safety Pathway. Public Safety Academy students will research the field of public safety by applying history, mathematics, science, reading, writing, and Psychology to explore and understand the history and purpose of the Criminal Justice System, Fire Service, and Emergency Medical Services. The following topics are studied: Leadership, Law Enforcement, Courts, Corrections, American Law, Fire Service, Incident Command System, Emergency Medical Services, Post-Secondary Education and Professional Associations. This foundation will assist students who wish to pursue related training at the postsecondary level leading to certification and employment. Principle methods of learning include textbook, lecture, demonstrations, Public Safety portfolio, hands-on skills, real-life applications, and guest speakers from Industry Partners. In addition, students have the opportunity to receive training in CPR, AED, First Aid, and Community Emergency Response Team (CERT), as well as

participate in PSA team-building, leadership, community service, field trips, scenarios, mentoring, and SkillsUSA competitions.

First Semester-Course Content

Unit 1: Introduction to Leadership & Life Skills

(5 weeks)

STANDARDS

Public Services Anchor Standard: 2.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0

Public Safety Pathway Standard: CTE.PS.B 1.1, B 1.2, B 1.3, B 1.4; C.C2.1, CTE.PS.C.C2.2

Common Core State Standards: LS 11-12.1, 11-12.2; W.9-10.4, WS 11-12.6, WS 11-12.4, 11-12.5, 11-12.6, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6
ELA.9-10.LS.C.1.1, ELA.9-10.R.CAGT.2.5

- A. In this Introduction to Leadership unit, students will learn the expectations of public safety personnel and their role as leaders in the community, with organizations, and among peers. Students will identify the components of leadership, their responsibility to lead, and the impact of their leadership. Students will understand that as public safety personnel, they are empowered and entrusted by the community with a broad range of power, authority, and discretion to maintain safety and order; and that professional and ethical standards are the means by which public safety personnel maintain the public trust. Students will have opportunities to practice and demonstrate professional and ethical behavior, respond thoughtfully to diverse perspectives and resolve contradictions when possible, consistent with applicable laws, regulations, and organizational norms. Students will also work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, conflict resolution, and the understanding that the modern world is an international community and requires an expanded global view as practiced in the SkillsUSA. Throughout this unit, students will enhance their listening and speaking skills through daily interactions and discussions with their partners, groups, and the teacher. Finally, students will research, analyze, interpret, discuss, document, and present in ethical and unethical scenarios as it related to public safety.
- B. Self-Reflection Assignment: Students in teams will define leadership, share about a person with whom they have seen as a leader, and share their experience of when they were a leader and if this was a positive or negative experience. Students will individually write (500 words) about their own leadership philosophy and then they will collaborate with each other to synthesize and combine leadership philosophies to form a group consensus. Finally, students will combine the groups' philosophies to set the class expectation of leadership for the whole school year.

Unit 2: **Introduction to Criminal Justice System & Law Enforcement**

(4 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0, 11.1, 11.5

Public Safety Pathway Standard: CTE.PS.A 5.0

Common Core State Standards: LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9

Next Generation Science Standard: CC 1, 2, 3, 4, 5, 6

- A. Students will research the history, purpose, and organization of the following: (a) Criminal Justice System – Students will explore what is crime, theories behind the causes of crime (criminology), classifications and elements of crime, Uniform Crime Report, Juvenile Justice System, and challenges that face our Criminal Justice System today (Terror Threats, Cyber Crimes, and White-Collar Crimes). (b) Law Enforcement – Students will differentiate the role and purpose of the three levels of Law Enforcement (federal, state, and local) and the structure of the police department (patrol, detectives, and forensic investigations). (c) Courts – Students will research the functions of the courts, types of courts, the roles and responsibilities of court personnel, criminal trials, and punishment and sentencing (including Capital Punishment). (d) Corrections – Students will research public vs. private prisons, probation vs. parole, prison culture, and the return to society.
- B. Case Brief Assignment: In order to learn how to determine central ideas and the author’s argument, students will read multiple law enforcement cases while determining their meaning and how they have impacted the evolution of law enforcement. Then the students will be assigned a short section of the text to read and annotate with a focus on the key vocabulary and major ideas in their selection. Once students read and annotate, they will have a structured discussion with their group to explain their passage to them. Once all students have had a chance to share, the group will discuss what they learned and how the pieces relate back to the history of law enforcement. Public Safety Agency

Project Assignment: Students individually, will conduct research on a public safety agency (in the United States of America or from around the world) from one of the three branches of Criminal Justice. Students will use print and digital sources to research their agency, the history, sworn and non-sworn entry positions, hiring process, and high school and college internship programs. They will then demonstrate their knowledge of the subject matter by applying their findings to a digital or board poster and oral presentation to their peers.

Unit 3: **Introduction to American Law**

(4 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 3.0, 5.0, 6.0, 7.8, 8.0, 9.0, 10.0, 11.0

Public Safety Pathway Standard: CTE.PS.A 5.0, A 6.0

Common Core State Standards: WS 11-12.6,

Next Generation Science Standard: CC 1, 2, 3, 4, 5, 6

- A. Students will research the four sources of American Law (constitutional, Statutory, Administrative, and Case) that are frequently used in modern day policing. Students will learn that the basis of all law for the United States is the Constitution of the United States of America and the Amendments. Students will analyze the Amendments that are more specific to law enforcement and the criminal justice system (1,4, 5, 6, 8, and 14). At the end of the section, students will explain each Amendment and what public safety personnel can and cannot do in regards to the law. They will then learn the career related terminology used in the criminal justice system, such as infraction, misdemeanor, felony, civil penalties, warnings, modus operandi (MO), and "Fruit of the Poisonous Tree." Students will then utilize various California Codes (Penal, Vehicle, Welfare & Institutions, and Health & Safety) and learn how to research these codes to interpret/apply them to different scenarios. Lastly, students will be introduced to various cases (Mapp v. Ohio 1961; Miranda vs. Arizona 1966; Graham v. Connor 1989; Tennessee v. Garner 1985) and the relevance of these cases to law enforcement today. At the completion of the unit, students will have knowledge on how to read, research, interpret, and analyze various laws, California codes and cases.
- B. Scenario Analysis Assignment: In order to develop critical thinking and technical writing skills, students will be given a written narrative of a crime committed, in groups; students will read the scenario, record the key figures and facts in a journal. Students will then identify the appropriate codes, laws and/or case laws that apply to this scenario. Students will finish the journal with textual evidence from the codes, laws and/or cases that they selected that match important details for a law enforcement officer to know. At the conclusion, students will write a narrative on their process in selecting the codes, laws and cases.

Report Writing Assignment: Students will write a standard police report, which includes awareness (purpose of investigation), investigation (actions taken by the police officer to investigate potential criminal activity), and conclusion (states the actions taken by the police department: arrest, forwarded to district attorney's office, or forwarded to detectives). Students will view a video clip of a crime committed and document the facts, individuals involved and evidence pertaining the scenario. The students will write the awareness component and share with their groups. Once all members of the group have reported, students will revise their awareness paragraph to make sure it includes the essential requirements.

Unit 4: **Introduction to Fire Services & Fire Science**

(6 weeks)

STANDARDS

Public Services Anchor Standard: 2.2, 2.5, 2.6, 3.0, 4.0, 5.3, 5.4, 6.2, 6.7, 7.2-7.8, 8.0, 9.0, 10.0, 11.0

Public Safety Pathway Standard: B 2.0, B 2.5, B 3.0, B 4.0-4.2, B 8.2-8.5, B 10.1, B 10.2, B 10.3

Common Core State Standards: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6, 11-12.7

Next Generation Science Standards: SEP 1, 2, 3, 4, 5, 6, 7, 8; PS 1.A, B; 2.A, C; 3.D; CC 2, 5, 6, 7

- A. Students will explore the history, culture, ethics, and safety of the Fire Service. Students will learn the basic level of chemistry of fire, the fire triangle, and the terminology that is essential for the understanding of this career. Students will research and present the various fire service career paths and distinguish between the different fire agencies ranging from city, county, state, and federal agencies. Students will analyze various standards for the fire service including ethical, moral, and critical decisions making. Students will research the topic of fire prevention and its effects on saving lives. Students will don Personal Protection Equipment. Lastly, Students will diagram fire service operations and response to Hazardous Materials Incidents.
- B. Fire Extinguisher Assignment: Ultimately, students will earn a certification through this assignment by learning how to put out different fires. A subject-matter expert will present material to the class. Students will record the different classifications of fire safety in the home and workplace, as well as the different forms of fire suppression. Finally, students will receive hands-on training on how to properly use a fire-extinguisher.

Public Service Announcement Assignment: Students will create a Public Service Announcement related to fire safety in the community. Students will collaborate and choose one concept from which the group will then collaboratively develop a pamphlet or poster board. The PSA will clearly state in short, memorable phrases, a call for action or the danger, and a diagram. The research must support their claims and use persuasive writing and speaking elements to convince the viewer to feel something.

Second Semester-Course Content

Unit 5: Incident Command System, Search & Rescue, Triage

(5 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 3.1, 3.2, 3.4-3.6, 3.9, 4.0, 5.0, 6.2, 6.4-6.6, 7.0, 8.0, 9.0, 10.0, 11.0

Public Service Industry Standard: CTE.PS.A.2.10, A.4.4, A.5.3, B.2.6, B.3.8, B.4.4, B.9.7, MPD.KPAS.2.1

Common Core State Standards: CCSS: LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7,

- A. Students will be introduced to the ICS 100 series, which is an Interactive Web Based Course designed by FEMA and U.S. Department of Homeland Security. By the end of this unit, students will understand that ICS is a standardized, on-scene; all-hazards approach to incident management and will earn a certificate of completion, as well as the skills to coordinate with response partners from all levels of government and the private sector. Students will learn about ICS by completing six lessons: Course Welcome and ICS Overview, ICS Features and Principles, Incident Commander and Command Staff Functions, General Staff Functions, Unified Command and Coordination and Course Summary. Students will learn the different functional positions, what positions are needed based on the specific incident, identify the tools to include demonstrating and application of ICS Forms needed to facilitate the optimal outcome in navigating a critical incident. They will learn the differences of leadership as opposed to management, learn how to build trust in others through exercises that build confidence between leaders and subordinates when delegating authority, pitfalls of micromangement, choosing competent leaders, ensuring tasks are completed in a timely manner and accounting for checks and balances. Students will show mastery of the ICS 100 series by also utilizing the proper documentation regarding a critical incident, holding appropriate level briefings to staff members and show how organizational flexibility is essential in include the modular organization is used in dealing with five different types of critical incidents to include but not limited transferring command via scenario based training.
- B. ICS Scenario Assignment: Students will have the opportunity to be trained and carry out scenarios utilizing the ICS 100 system through C.E.R.T. (Community Emergency Response Team) training with County of Riverside's Emergency Management Department). These scenarios will include natural disasters, terrorist attacks and/or commercial emergencies and the proper development and interaction of outside agencies such as military, local law enforcement and private civilian organizations. In doing so, students will be able to address and identify any potential problems that may arise in order to navigate obstacles.

Unit 6: Introduction to Emergency Medical Services & CPR

(4 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 11.0

Public Safety Pathway Standard: B 1.1, B 1.2, B 2.3, B 2.4, B 9.0, B 9.1, B 9.2, B 9.9

Common Core State Standards: CCSS: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6; 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6

Next Generation Science Standard: SEP 1, 2, 3, 4, 5, 6, 7, 8; LS 1.B; PS 1.A, 3.D, LS1.A, B; CC 2, 5, 6, 7

- A. Students will research and understand the EMS system and the legal and ethical principles of emergency care. Students will learn basic medical terminology, human anatomy, and lifespan development. They will practice and demonstrate the caring for cardiac, respiratory, common, and environmental emergencies and apply these practices to solve scenarios that subject-area experts would encounter. Students will learn and receive certification in Cardiopulmonary Resuscitation (hands only) and first aid. Students will receive lecture from industry professionals ranging in paramedics, Emergency Medical Technicians (EMTs), Flight Nurses, Emergency Room Nurses, doctors, and other medical professionals who have experience in working in a critical incident. Students will also learn and apply triage to multiple-casualty incident scenarios.

- B. Medical Training Assignments: 1) Students will take the CPR/AED Certification course through either American Red Cross or American Heart Association. 2) Students will engage in hands-on training for introductory first aid which includes, but not limited to: initial medical assessment, emergency medical notifications, universal precautions, identification of existing medical conditions (broken bones, epilepsy, diabetes, allergies, asthma, etc.) and the basic application of initial medical treatment for the above mentioned emergencies. Students will then perform the above mentioned lifesaving moves on a training dummy to show mastery. By the end of the assignment, students will demonstrate through real-life scenarios and assessed by subject-matter experts on their response to the appropriate crisis situation.

Unit 7: Post-Secondary Education and Professional Associations, Career Planning

(5 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0

Public Safety Pathway Standard: A 1.0, A 2.0, B 1.1, B 1.2, B 1.3, B 1.4, B 3.2, B 6.4

Common Core State Standards: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6

Next Generation Science Standards: CC 1, 2, 3, 4, 5, 6

- A. Students will be introduced to various career paths of the public safety profession along with the hiring and educational requirements. Presenters from various public safety agencies / organizations will present on their own personal

experiences, trainings, education and goals as they pertain to a successful career path in public safety. These presenters will be background investigators, district attorneys, law enforcement officers, CSI, firefighters, and EMS personnel. In these presentations, students will engage in their learning by documenting the differences in agencies, missions, educational standards, training requirements, and professional standards along with collateral duties held by these individuals throughout their careers. Students will then participate in a mock hiring process and research public safety associations and publications.

- B. Assignment: Students will participate in a mock hiring scenario. Students will need to research and complete a related public safety job application, perform a physical agility assessment, and participate in an oral interview. Upon complete, the teaching staff and Industry partners will provide feedback to the students.

Additional Recommended Materials - *Must be approved by Board of Education.*