

Glendale Unified School District School

High School

February 5, 2019

Department: Career Technical Education

Course Title: Public Safety 3-4 (replace Police Fire Academy 3-4)

Course Code: 5589V/5590V

Grade Level(s): 10-12

School(s)
Course Offered: Hoover High School

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

Course Credits: 10

Recommended
Prerequisite: C or better in Introduction to Public Safety 1-2 or instructor approval

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

Course Overview: Public Safety 3-4 is the concentration course in the Public Services industry sector, Public Safety Pathway. This is a year-long academically-enriched course that provides students with research-based reading strategies and integrated academic activities to build comprehension and reinforce key academic concepts, all within the context of Public Services. Criminal investigation, emergency response, life saving topics, disaster response and firefighting topics are infused throughout curriculum projects to provide a conceptual framework for understanding the role of public services within our community. Upon successful completion of the course, students receive Incident Command System - NIMS 700, 800 (FEMA) certification and First Aid certification from AHA.

First Semester-Course Content

Unit 1: Introduction to Fire Sciences

(4 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 learn the basics of the Fire Services and Science. In doing so, they will be introduced to the basic level of chemistry of fire, the fire triangle, and the terminology that is essential for the understanding of this career. The student will analyze, research, discuss, review and present on the various topics related to community relations from the perspective of the public and fire/medical service to include but limited to; the importance of involving the community in the fire service in regards to: prevention and child safety i.e. child restraint programs, emergency ID cards; the role of public and fire service members regarding community actions to include their actions in mass casualty events such as the Boston Marathon Bombing, the relationship between the private business sector and the fire service in regards to building code compliance and fire prevention.
- B. Assignments: Students will analyze, research, discuss, review and present on the various fire service career paths, distinguish the difference in the different fire service agencies ranging from city, county, state and federal agencies. Students will identify the different positions within the fire/medical service to include but not limited to: firefighter, EMT, Paramedic, Engineer, administrative positions to include training coordinator, arson investigator and fire Chief. Students will analyze, research, discuss review and present on the various standards for the fire/medical service, to include conduct necessary to enter into the fire/medical service to include but not limited to ethical, moral and critical decisions surrounding the fire/medical service, discuss the educational requirements necessary to enter into the fire/medical service to include entry level education, secondary education and vocational training. Lastly, students will analyze, research, discuss, review and present on the topic of fire prevention, the implementation of fire prevention programs ranging from the residence, to government buildings, private businesses, youth education programs regarding fire/medical safety their effectiveness. History of Public Safety culminates with a practical application assessment where the students will perform a hands on exercise of extinguishing a simulated stove fire. Students will be assessed on their knowledge of the various classifications of extinguishers, their applications and the PASS (Pull, Aim, Squeeze, Sweep) method of extinguishing a fire. Successful completion of this unit with result in a certification.

Unit 2: History Of Law Enforcement

(4 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: A.1.0, A2.0

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

- A. For this unit, students will learn the origins of modern day law enforcement beginning with King Hammurabi through Los Angeles Police Chief William Bratton. Throughout this unit, students will gain the tools that are necessary to understand, analyze and interpret text through reading primary and secondary sources. Students will record the major events and figures to use throughout the year school year. Students will also be introduced to the three eras of law enforcement such as the Political Era (1840-1930), the Reform Era (1930- 1970) and the Community Problem Solving Era (1970-present day). Students will learn of the pitfalls of corruption and analyze how minor crimes such as low level corruption leads to more serious crimes such as murder by utilizing James Wilson's Broken Window theory.
- B. Assignments: Students will research and analyze the Peace Officer's Creed and apply this creed along with the leadership fundamentals learned in a previous unit. The intent of this exercise is for the student to recognize these pitfalls and create ways of avoiding these pitfalls as a law enforcement officer. Students will then conduct an exercise in how to apply these ideas to their own lives for when they are challenged with a life decision. Next, students will learn about the evolution of police work to understand modern-day policing. In the Reform Era, Students will learn primarily about August Vollmer and his contributions to the law enforcement profession. In doing so students, learn of how many of today's modern day law enforcement tactics came from, the original reason for their implementations and how they and if they are used today. Students will obtain a better appreciation of how law enforcement operations were conducted and they are conducted in present era in developing a better law enforcement officer. In the Community Problem Solving Era students will analyze key issues affecting the law enforcement/community relationship. In doing so, students will review the Computer Statistical Model (CompStat) in better serving the public and combating crime. Students will review the New York City and City of Los Angeles case studies via the CompStat Model utilized by then Chief William Bratton in lowering crime rates in these major metropolitan areas and it effectiveness. In doing so, students will walk away with the knowledge and understanding of how technology, statistical analysis, proper documentation and crime mapping proves to be more effective than random routine patrol (omni- presence) in combating crime.

At the conclusion of the unit, students will be able to differentiate between the three eras, analyze the progression of law enforcement, as well as identify key theories that set precedence in these eras and how they are applied many years later in performing modern day policing. Students will continue to build upon their listening, speaking skills by creating effective multimedia presentation. Students will be assessed at the completion of History of Law Enforcement by completing an essay on the Three Eras of Law Enforcement summarizing the pitfalls of these eras and their advances in law enforcement to include the lessons learned from these eras. Students will be graded using a rubric and will have 1-2 hours to complete the essay digitally.

Unit 3: **Laws, Codes and Cases**

(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. During this unit students will be introduced to laws, codes and cases 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; which impacts how law enforcement officials and criminal justice works. Students analyze the amendments that are more specific to law enforcement and the criminal justice system (1st, 4th, 5th, 6th, 8th and the 14th). At the end of the section, students will explain each amendment and what public servants can and cannot do in regards to the law. Students will apply their knowledge on the amendments by finding present-day news articles that relate to one of the amendments, write a perspective of a police officer and a lay person then interview a subject-area expert to evaluate their responses. From here, students will learn the career related terminology used in the criminal justice system. Such as infraction, misdemeanor, felony, civil penalties, warnings, modus operandi (MO), and fruits of the poisonous tree.
- B. Assignments: Students will then go onto the introduction of the various California Codes (Penal, Vehicle, Welfare & Institutions, Business & Professions, Health & Safety) and how to research these codes by using the Qwik Code: California Penal Code pamphlet and Qwik Code: California Vehicle Code pamphlet. Students will break down laws, codes, case law into their elements as well as how to interpret/apply them to different scenarios conducted throughout the introductory course. 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 their importance of these cases as applied 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.

At the conclusion of the unit on Laws, Codes and Cases, students will be given a scenario based problem related to the criminal justice system in which they will then prepare a legally based argument in support of or in opposition of capital punishment as to whether or not it is constitutionally reasonable or unreasonable (in violation of the 8th Amendment). Students will be evaluated on the validity of their arguments, evidence provided (case law/precedent) and their interpretation of the reasonableness of the court's actions. Evaluations will be conducted by instructors with prior courtroom experience as well as industry professionals.

Unit 4: Incident Command System

(4 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. During the Incident Command System (100 series) 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.

- B. Assignments: 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. In the Course Welcome students will learn what ICS is, the origins, ICS needs whole community involvement, National Incident Management System which is a consistent, nationwide, systematic approach to incidents, the lessons learned from ICS, why it is important, and when ICS is used. At the end of ICS Features and Principles unit students will describe the basic features of ICS, select the correct terminology for ICS facilities, and identify common tasks related to personal accountability. In the Incident Commander and Command Staff Functions unit, students will identify the five major ICS management functions, describe the role and function of the Incident Commander, describe the selection and transfer of Incident Commanders, Identify the position titles associated with the Command Staff and finally, Describe the role

and function of the Command Staff. In lesson four, General Staff Functions, students will identify the ICS titles used for general staff members and describe the roles and functions of the four sections. In the Unified Command and Coordination unit, students will define unified command, list the advantages of unified command, and differentiate between command and coordination. In the Course Summary, the students will be ready to follow ICS principles. In addition, the lesson summarizes the key points presented in the course. By the end of this unit, students will explain 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 micromanagement, choosing competent leaders, ensuring tasks are completed in a timely manner and accounting for checks and balances. 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. 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. Incident Command Systems (100 Series) will assess the students' knowledge of implementing organizational, administration, planning, financial and operational systems into basic disaster responses. Within the ICS 100 Series, there are multiple assessments to include written and/or scenario assessments. These assessments are established by the Federal Emergency Management Agency (FEMA). Successful completion of this unit will result in federal certification and will be evaluated by instructors with First Responder experience and industry professionals.

Unit 5: Medical/Emergency Medical Services

(4 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 5.0, 6.0, 7.0, 9.0, 10.0, 11.0

Public Safety Pathway Standard: B 1.1, B1.2, B 2.3, B 2.4, B 9.1, B 9.2, B 9.4 B 9.6, B 9.7, B 9.9, B 9.10

Common Core State Standards: : LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1 NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; LS 1.B

- A. In this unit, students will gain basic knowledge of the body systems, receive hands-on training for life-saving maneuvers, and use their gained knowledge to solve scenarios that subject-area experts would encounter. Students will understand and evaluate the responsibilities of a first responder and the components of the EMS activation. They will apply fundamental knowledge of the EMS system to the provision of emergency care. The lesson will provide the

students with a road map for learning the skill and knowledge domains of the EMS systems. Additionally, students will identify the personal characteristics, time involved, and education required for careers in medical field. They will understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.

- B. Assignments: First, students will learn the major body systems, (integumentary, skeletal, muscular, digestive, urinary, respiratory, cardiovascular, lymphoid, nervous, endocrine and reproductive), their functions and the major organs. Students will learn how these systems can impact the selected career pathways. Students will learn and receive certification in Cardiopulmonary Resuscitation (hands only). As well as, how to respond to others who are in distress, deliver an appropriate response; which includes assessment, and checking for vital signs (Airway, Breathing and Chest/ABC's). Students will receive lecture from industry professionals ranging in paramedics, Emergency medical technicians (EMTs), Flight Nurses, Emergency Room Nurses, doctors and other medical professionals whom have experience in working in a critical incident. Students will engage guest speakers and research specific industry standards related to each speaker; during the presentation, students will generate meaningful and relevant questions that will help further their understanding of the content and application of skills. Medical/Emergency Medical Services utilizes a scenario based assessment. Students will work in pairs as many EMTs/Paramedics do in the emergency medical field. Students will be dispatched to classroom where they will conduct a basic medical assessment of an ill individual suffering from food allergy. Students will be assessed on their evaluation of the patient, appropriate response to the patient and their final decision as to whether or not transport the individual to an emergency room for further medical treatment. This assessment will be conducted by medical professionals and instructors with prior first responder experience.

Second Semester-Course Content

Unit 6: Creating a Safer Campus Community

(5 weeks)

STANDARDS

Public Services Anchor Standard: 2.0, 3.0, 4.0, 6.0, 7.8., 8.0, 9.0., 10.0, 11.0

Public Safety Pathway Standard: A 2.0, A 6.0 , B 1.4, B 1.5, B2.1, B 3.0, B 8.8

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; RSIT 11-12.1

- A. Using knowledge gained from career research, students will research safety aspects on their school campus applying how various law and public safety fields can and should affect the safety of the school community. Students will assess, through listening and speaking activities and research, how to create a safer school community through these jobs and now as a student. Students will research the role of government in determining how schools operate safely. Students will

conduct formal interviews and produce written transcripts of their research: possible interview subjects could be the school resource officer, support faculty (security, school psychologist, administration, local police and firefighters, etc.). Students will locate and analyze existing school safety documents, research school safety statistics, and research the evolution of school safety procedures. With findings from their research, students will identify gaps/flaws in current school safety plans, in order to create and propose a new plan or changes to current plans. Students will formally present findings and proposal in a formal speech.

- B. Assignments: Scavenger Hunt & Campus Walk: Students participate in a scavenger hunt of school safety equipment, materials, provisions, and procedures in documents to collect data about their school's current safety plans. Evaluate current School's Safety Plan. Students present their findings in ****applicable Technical Writing format**** to show completion of this assignment and to help them shape questions for the next assignment. Conduct a Professional Interview: Students will be tasked with finding an industry professional such as a school Resource Officer to conduct an interview with. Students will write and submit to the teacher a list of 10-15 questions that they plan to ask during the interview. Question focus should be about what the industry professional would suggest in regards to school safety plans and the needs they would recommend students address in their upcoming proposal. Students will professionally set up an interview time and conduct their interview. Students will transcribe their interview and submit the transcript as completion of this assignment. ~Connect to idea of court transcripts - format, etc. Multimedia Safety Project: Based on findings in previous assignment, students identify one or two specific flaws or needs in the current School's Safety Plan. Students present their proposal in a multimedia presentation. Explaining what they had done to identify the need, their proposal to fix the needs, and their steps to take for the school to address the need. Argumentative Essay: Students will write an argumentative essay addressing the counter argument(s) to their proposal for the School Safety Plan. Deliverable: Students will create a deliverable such as go-packs, models, brochures, checklists, etc. that students will have available for their audience during their upcoming Safety Presentation Speech. Safety Presentation Speech Students will plan, practice, and execute a formal oral speech presenting their School Safety Plan proposal. Students will use their multimedia presentation concurrently with their oral speech, and also have their deliverable available and explained during their presentation.

Unit 7: **Personal Health Issues and Substance Use/Abuse in Teens**

(5 weeks)

STANDARDS

Public Services Anchor Standard: 8.0, 9.0, 10.0

Public Safety Pathway Standard: A 5.0, A 6.0, A 7.0, A 8.0, B 3.6, B 3.7, B 4.2, B 4.6, B 8.2, B 9.0, B 9.1, B 9.3, B 9.6, B 9.8, B 9.10

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

NGSS: CC 1, 2, 3, 4, 5, 6

- A. In order to become knowledgeable about the potential obstacles between completing high school and entering a law or public safety field, students will research and analyze scholarly journal articles regarding health preparedness, nutrition, avoidance of reckless behavior, the effects of substance use/abuse and general wellbeing. Using this research, students generate interview questions and then interview both high school graduates as well as industry professionals to gain insights into the personal and mental health associated with these professions. Students will reflect on the importance of time between high school and entering an academy, as well as the physical and mental challenges and the availability of support groups for families and professionals within the fields. Students will compile a teacher-selected number of note cards bearing their collected research information using correct citation format.
- B. Assignments: Reckless Behavior Awareness- focusing on substance use and abuse in teens: Students will evaluate current substance use/abuse knowledge and study the national, state and local statistics of teens and substance use/abuse, then use the gained information to implement a realistic public service awareness campaign via video, written and printed media sources. Students will study the effects, both mentally and physically, of the use of mind altering substances. After having compiled responses from interviews, information from articles, and reflecting on their individual substance use/abuse awareness plans, students will collaborate and create a webpage including: a philosophy for lifelong wellbeing, a discussion of mental challenges and demands associated with their selected fields, and supplemental materials (i.e. links, books, reference material). Students will demonstrate their mastery of informative writing by creating at least two informative articles which address topics pertinent to their website. Student web pages will be tasked with maintaining a formal and consistent tone demonstrating their understanding of author's purpose and audience.

Unit 8: Law Enforcement/Fire Services and Medical Professionals and their Respective Educational Standards

(4 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 3.0, 4.0, 5.0, 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; WHSST 11-12.4, 11-12.5, 11-12.6

- A. During the Law Enforcement/Fire Service and Medical Professions & Their Respective Educational Standards unit, students will be introduced to various career paths of the law enforcement profession along with the many educational requirements. Students will engage guest speakers and research specific industry standards related to each speaker; during the presentation, students will generate meaningful and relevant questions that will help further their understanding of the content and application of skills.
- B. Assignments: Building on all knowledge gained throughout the year, students will research and identify multiple ethical issues associated with the law and public safety sectors, (for example theft or mishandling of evidence), to gain insights into ethical issues unique to their profession, as well as the impact on the profession and the public they serve. Using the information gathered, students will create an incident report in accordance with industry guidelines outlining one problematic incident/issue and use their incident report to prepare for and participate in a Socratic Seminar on ethics and professionalism within the career sector. Students will gather information from both the incident reports and Socratic Seminar, in order to create an argumentative research paper and final culminating speech about the chosen ethical dilemmas within their chosen profession. At the culmination of this unit and course, students will have gained an overarching understanding of the various demands, rigors, and challenges facing an individual in the law and public safety sector.

Presenters from various Law Enforcement/Fire Service and Medical Professions agencies along with various positions within their agencies will present on their own personal experiences, trainings, education and goals as they pertain to a successful career path in law enforcement. These presenters will be civilian background investigators, district attorneys, California Peace Officer Standards & Training (POST) representatives, defense lawyers, civilian evidence technicians, detectives and law enforcement administrators. In these presentations, students will engage in their learning by documenting the differences in agencies, missions, educational standards, training requirements, professional standards along with collateral duties held these individuals throughout their careers. Students will take the knowledge learned and apply to creating a college fair for younger students, as well as, a policy manual that will be presented to subject-area experts to be evaluated on the accuracy and relevancy to the selected career pathway.

Students will participate in the California Peace Officer's Standards & Training (POST) Law Enforcement Written Entrance Exam, the POST Physical Agility Exam and lastly a mock oral interview. Students will be assessed on their performance and guidelines set forth by California POST. Students will then participate in a mock hiring process where they will perform a physical agility assessment, writing assessment and oral interview which will test their skills gained throughout the school year.

Students learn basic police report writing. They first document what their understanding is of sentence structure, format, and content. They describe what nouns, pronouns, verbs, and adjectives are and then apply their skills by putting pen to paper. Students read a crime scene scenario and various police report forms that are commonly used by law enforcement agencies and recognized by the courts, district attorney's offices, public defenders offices, etc.... After students receive all the facts to the case, students prepare a report based on what the crime is and correct California Penal Code or other applicable code section using what skills they've learned in regards to correct report format. Students are graded upon how well they document the facts, articulation to these facts, details provided and documentation including all the corpus delicti (elements of the crime or body of the crime). Standard English language conventions will be used in all writing and speaking assignments. Writing should also reflect appropriate manuscript requirements.

Students will research how the Occupational Safety and Health Administration (OSHA) and the National Fire Protection Agency (NFPA) 1500 are critical to the operations of Firefighting. Students will survey the school site and identify critical areas that would affect operational firefighting procedures imposed by OSHA and NFPA. Students will then create a safety plan and list the required education and training, equipment, and physical agility standards that must be met and followed by a firefighters scope of practice.