

Glendale Unified School District School

High School

February 5, 2019

Department: Career Technical Education

Course Title: Public Safety Capstone

Course Code: 5591V/5592V

Grade Level(s): 11-12

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 3-4

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 Capstone is the capstone course in the Public Services industry sector, Public Safety Pathway, designed for individual projects. Students will complete project-based assignments related to realistic situations and industry careers. Students build upon their knowledge and experiences from prior years (CTE and core classes) to produce a diverse range of projects representing different professional applications from public safety, emergency response, disaster preparedness, PSA Games, multimedia presentations, and asset and financial responsibility. This course culminates with a graduation portfolio and its presentation to peers and educators demonstrating growth, accomplishments, meeting of standards, and readiness for work or higher learning. Each project will be student-lead and involve research, synthesizing information, writing, listening and speaking, multimedia, and an evaluation by industry partners. The purpose of these capstone projects is to provide our graduating students with realistic situations to prepare them for post-secondary college and/or career endeavors.

First Semester-Course Content

Unit 1: **Public Safety Project**

(3 weeks)

STANDARDS

Anchor Standards: 2.0, 3.0, 4.0, 8.0, 9.0, 10.0

CTE Public Service Standards: A1.0, A.2.0, A6.0, B 1.4, B 1.5, B 3.0, B 8.8,

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; RSIT 11-12.1

- A. Students choose a criminal justice, forensic science, or Department of Defense focused project to complete. They may choose from one of the three prescribed projects, listed below, or they may complete a unique project under the guidance of their CTE teacher. Projects must have the following components: intensive writing, academic connections to other content areas, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, outline, draft, abstract, and final product. The objective of this unit is for students to receive the endorsement of public safety agencies on their final product and present to peers.
- B. Choice A: Red Ribbon Week - Following the guidelines by local crime prevention personnel and the National Family Partnership (National Red Ribbon Campaign™), students will synthesize the current year's focus and produce educational material (brochure and multimedia presentation in English and Spanish). Students will present at a booth to the community, peers, and educators on drug awareness. Students will also contact the California Narcotic Officer's Association for research and guest speakers. Students will be modeling the position of crime prevention personnel and drug awareness educators.

Choice B: Crime Prevention Week - Using the National Crime Prevention Council's "Resources and Programs" portal, students will synthesize a prevention or safety method and produce educational material (brochure and multimedia presentation in English and Spanish). Students will present at a booth to the community, peers, and educators on crime prevention. Students will be modeling the position of crime prevention personnel.

Choice C: The Innocence's Project - Using The Innocence's Project's "The Cases" portal, students will research and summarize a case where forensic science was used to exonerate the person. Included will be the history and current trends regarding the forensic science method. Students will present their findings to peers and educators. Students will be modeling the position of criminal defense attorneys/personnel.

Unit 2: **Emergency Response Project**

(3 weeks)

STANDARDS

Anchor Standards: 1.0, 2.0, 5.0, 6.0, 7.0, 10.0, 11.0
CTE Public Service Standards: AB 1.1, B 1.2, B 9.1, B 9.4 B 9.6, B 9.7, B 9.9, B 9.10
CCCSS: 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. Students choose a fire or emergency medical services focused project to complete. They may choose from one of the three prescribed projects, listed below, or they may complete a unique project under the guidance of their CTE teacher. Projects must have the following components: intensive writing, academic connections to other content areas, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, outline, draft, abstract, and final product. The objective of this unit is for students to receive the endorsement of emergency response agencies on their final product and present to peers.
- B. Choice A: Fire Prevention Week - Following the guidelines by local fire prevention personnel and the National Fire Protection Association, students will synthesize the current year's focus and produce educational material (brochure and multimedia presentation in English and Spanish). Students will present at a booth to the community, peers, and educators on fire prevention and safety. Student will be modeling the position of fire prevention personnel.

Choice B: Emergency Medical Services Week - Following the guidelines by American Medical Response and the American Heart Association, students will synthesize the current year's World CPR Challenge and produce educational material (brochure and multimedia presentation in English and Spanish) and assist AMR at the annual Hands-Only World CPR Challenge in May. In addition, students will inform the community, peers, and educators on Hands-Only CPR and the education and training available through the American Heart Association and American Red Cross. Students will be modeling the positions of AMR, AHA, ARC instructors/personnel.

Choice C: Fire Safety & Prevention - Following the National Fire Protection Association's "Public Education" portal, students will research and summarize a prevention or safety method and produce educational material (brochure and multimedia presentation in English and Spanish). Students will present at a booth to inform the community, peers, and educators on fire prevention and safety. These are different methods than those used in Choice A. Students will be modeling the position of emergency response personnel.

Unit 3: **Disaster Preparedness Project**

(3 weeks)

STANDARDS

Anchor Standards: 12.0, 5.0, 6.0, 9.0, 10.0

CTE Public Service Standards: AB 1.1, B 1.2, B 1.0, B 1.1, B.1.4, B 2.3, B 3.0, B 3.1, B 3.8, B 8.6, B 9.11

CCSS: 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; PS 1.A, B, 2.A, C, 3.D, LS 1.A, B, 2.A, B, ETS 1; CC 2, 5, 6, 7

- A. Students choose a disaster preparedness focused project to complete. They may choose from one of the three prescribed projects, listed below, or they may complete a unique project under the guidance of their CTE teacher. Projects must have the following components: intensive writing, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, outline, draft, abstract, and final product (written with diagrams). The objective of this unit is for students to receive the endorsement of disaster preparedness, public safety, and/or emergency response agencies on their final product and present to peers.
- B. Choice A: The Great California ShakeOut - Following the State's "The Great California Shake Out" and local emergency protocols, students will research earthquake preparedness and response and design a plan for the school-wide drill. In addition, they will produce educational material (brochure and multimedia presentation in English and Spanish) for the community, peers, and educators. Students will be modeling the position of public safety, emergency response, and Emergency Management Department personnel.

Choice B: Active Shooter - Following the Department of Homeland Security and local public safety and emergency response agency protocols, students will research and design a plan for the school-wide drill. In addition, they will produce educational material (brochure and multimedia presentation in English and Spanish) for the community, peers, and educators. Students will be modeling the position of Department of Homeland Security, Emergency Management Department, and local public safety and emergency response personnel.

Choice C: Emergency Action Plan - Following the district's, high school's and local public safety and emergency response agency protocols, students will research, summarize, review, update, and amend the site emergency action plan. Our industry partners and district have included PSA students as part of the high school's emergency action plan. Therefore, students are expected to know its contents and to utilize their training appropriately. Students will be modeling the position of district and site emergency preparedness, Emergency Management

Department, and/or local public safety and emergency response personnel.

Unit 4: **PSA Games**

(2 weeks)

STANDARDS

Anchor Standards: 1.0, 2.0, 5.0, 6.0, 7.0, 9.0, 10.0

CTE Public Service Standards: A 1.0, A 2.0, B 3.0, B 3.1, B 3.8, B 8.6, B 9.11

CCSS: 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; PS 1.A, B, 2.A, C, 3.D, LS 1.A, B, 2.A, B,
ETS1

- A. Modeled after the industry's "World Police and Fire Games," students choose a public safety, emergency response, or team building focused event to create. They may choose from one of the six prescribed projects, listed below, which must have the following components: intensive writing, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, storyboard, draft, abstract, and final (written with diagrams). These games are held in the spring of each year, where PSA 9th through 11th grade students will compete by demonstrating their knowledge of career related skills and collaboration, while the 12th graders facilitate the games. The ten events (seven student lead and three industry partner lead) are specific to our CTSO competitions from SkillsUSA and industry skills.
- B. Choice A: Crime Scene Investigation Event - Following SkillsUSA standards and competencies, students will synthesize and design one to two activities that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment, and clarity of their written directions. For example: A mock crime scene investigation where students collect evidence, diagram the scene, take photographs, and lift latent fingerprints.

Choice B: Criminal Justice Event - Following SkillsUSA standards and competencies, students will synthesize and design two activities that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students maneuver through obstacles while wearing law enforcement equipment and then accurately and legally handcuff a subject.

Choice C: Firefighting Event - Following SkillsUSA standards and competencies, students will synthesize and design two activities related to the CPAT (Candidate Physical Ability Test) that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students must don/doff firefighting personal protective equipment and then maneuver through

an obstacle course dragging a fire hose.

Choice D: First Aid / CPR Event - Following SkillsUSA standards and competencies, students will synthesize and design two activities related to bandaging and CPR that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students will utilize manikins to demonstrate a patient assessment and render first aid and/or CPR as needed.

Choice E: Team Sports Event - Following team building standards and competencies, students will synthesize and design two activities related to all grade levels working collaboratively to accomplish a task. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students will work together using sportsmanship to compete in soccer, flag football, and/or Tug of War.

Second Semester-Course Content

Unit 5: **Multimedia Project**

(6 weeks)

STANDARDS

Anchor Standards:

2.0, 3.0, 4.0, 8.0, 9.0, 10.0,

CTE Public Service Standards:

A 1.0, A 2.0, BB 1.4, B 1.5, B 3.0, B6.4, B 8.8, B9.0,

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; RSIT 11-12.1

- A. Students choose an educational, promotional, or training focused video-project to complete. They may choose from one of the three prescribed projects, listed below, or they may complete a unique project under the guidance of their CTE teacher, which must have the following components: intensive writing, academic connections to other content areas, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, storyboard, draft, abstract, and final product. Part of the assignment is strategic planning, while the media element is exciting, the focus on this project is the importance of content accuracy, professionalism, and collaborating as a team. The objective of this unit is for students to leave a positive and educational impact on the community, peers, and educators and present to their peers.
- B. Choice A: Public Safety Academy Promotional Video – Students will reorganize the previous year’s PSA video for recruitment and public education. Students, following a rubric, will update the existing video to ensure PSA is represented accurately and in a positive manner. Students will include all current PSA grades

levels, industry partners, field trips, and activities.

Choice B: Public Service Announcements Video – Students will choose current and relative public health or safety concerns for their community and peer population. They will research the history of public service announcements and their topic. Students will then produce a current public service announcement with their fellow high school students as their audience.

Choice C: Training Video – Students will choose from CTE content areas and SkillsUSA competitions to design and produce a training video for fellow and future PSA students. The objective of this project is to provide an accurate reference to the methods in which we train for post-secondary endeavors and competitions. Video choices: crime scene investigations, criminal justice, firefighting, first aid / CPR, and disaster preparedness.

Unit 6: **Assets & Finance Project**

(5 weeks)

STANDARDS

Anchor Standards: 8.0, 9.0, 10.0,
CTE Public Service Standards: B 3.0, B6.4, B 8.8, B9.0,
CCSS: LS 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. During Units 1-5, a team of students will rotate through this unit. Students will learn the proper nomenclature, care and maintenance, inventorying, and financial aspects of maintaining public safety and emergency response assets. Students will learn how to use product websites and manuals and Microsoft Excel and Google Sheets to verify, amend, and update PSA's assets and inventory documents. They will work with industry partners as needed. The purpose of this unit is to provide students with a better understanding of the care and maintenance of industry assets (equipment), the financial cost of public safety and emergency response equipment, and the users' responsibility to taxpayers.
- B. Assets & Finance Assignment - Students will research and review PSA's current assets and inventory documents. Students will be divided into teams to specialize in crime scene investigations, criminal justice, fire service, emergency medical services, and disaster preparedness. Students will then prioritize which assets need replenishing, repair, and/or replacing and what assets are ready for competitions.

Unit 7: **Portfolio & Presentation**

(5 weeks)

STANDARDS

Anchor Standards: 9.0, 10.0,
CTE Public Service Standards: B6.4, B 8.8, B9.0,
CCSS: LS 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. For this final unit, students prepare and orally present their graduation portfolio to peers and educators. Students will demonstrate their command of technology, discuss, explain, and defend their project and communicate effectively using appropriate public speaking techniques. Next, they assemble and organize their best work for their paper portfolio and create a digital presentation, with care taken for organization, professionalism, and creative and appropriate design. Students will deliver their presentation in an academy wide event, commanding the technology, content, and audience. After they have answered questions and their presentation is complete, students will reflect on feedback provided to them by peers.

- B. Portfolio Assignment – Students will compile their best work from their PSA CTE and core academic courses, abstracts on field trips, training, job shadow, and internship experiences, certificates and community service hours, resume, college applications, 10-Year Plan, extra-curricular activities, and letters of reference. Students will compose a writing piece acknowledging those who helped them earn their diploma and a reflection on their education. The portfolio will be an ongoing project beginning in the 9th grade. Students will have a paper portfolio in a 3-ring binder and an online website version.