

COURSE OUTLINE DEVELOPMENT

1. **Course Title:** **Protective Services: Introduction to Public Safety**
2. **CBEDS Title:** **Law Enforcement**
3. **CBEDS Number:** **5847**
4. **Job Titles:** **ATF Agent, Detective, District Attorney, Emergency Medical Technician, Fire Fighter, FBI Investigator, Forensic Investigator, Homeland Security, Judge, Police Officer, Probation Officer**

5. Course Description:

This course is the Introductory Level course in the Public Safety Pathway and prepares high school students for work in entry-level positions in Public Safety through classroom instruction, hands-on training and community experience. This pathway encompasses career opportunities in a variety of jobs in which the main focus is ensuring the general safety and well-being of the community. The careers included in this pathway primarily address public order, fire protection and emergency medical services.

Students understand basic concepts designed to introduce them to Police, Fire, Emergency Medical Services and the 911 Communications Systems. Students will learn how each of these groups interacts and are interdependent. Instruction will focus on understanding the multitude of careers in the field of Public Safety and the various industry certifications available in the industry. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, and workplace safety, technology and employment literacy connection to core academic standards.

Public Safety Pathway	
<i>Introductory</i>	Intro to Public Safety
<i>Skill Building</i>	Advanced Public Safety
<i>Advanced</i>	SRJC Programs Intro to A.J. – Fire Protection - EMS

Students will:

1. Understand the interaction and interdependency of Police, Fire, Emergency Medical Services and the 911 Communications Systems.
2. Participate in school safety checks, courtesy vehicle checks and may assist at other related outside activities.
3. Tour County 911 Communications center, Fire and Police Departments and Training Facilities and other various public safety agencies.
4. Understand legal aspects of public safety communications including: interpersonal communications, technology and terminology, telephone communications techniques, call classification, radio communications techniques and stress management.
5. Understand the requirements for various industry certifications.

6. **Hours:** **180 hours**
7. **Prerequisites:** **None**
8. **Date:** **July 2011**

Course Outline

COURSE OUTLINE				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
Instructional Units and Competencies Guaranteed curriculum = regular font Negotiated curriculum = italicized	Course Hours	Model Curr. Standards	CA Academic Content Standards	CAHSEE
I. CAREER PREPARATION A. Career Planning and Management. 1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. a. Students will identify skills needed for job success b. Students will identify the education and experience required for moving along a career ladder. 2. Understand the scope of career opportunities and know the requirements for education, training, and licensure. a. Students will describe how to find a job. b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements. 3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio. a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications. b. Students will participate in mock job interviews. 4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> a. <i>Students will conduct a self—assessment and explain how professional qualifications affect career choices.</i> 5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> a. <i>Contact two professional organization and identify the steps to become a member.</i> 6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> a. <i>Students will describe careers in the business industry sector.</i> b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i> B. Technology. 1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy. 2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services. 3. Use appropriate technology in the chosen career pathway. C. Problem solving and Critical Thinking. 1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and	20 Additional hours are integrated throughout the course.	Finance & Business Industry Sector, Model Curriculum Standards 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0	<u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5. LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1	Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1

<p>tasks.</p> <ol style="list-style-type: none"> 2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life. <p>D. Health and Safety.</p> <ol style="list-style-type: none"> 1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 2. Understand critical elements of health and safety practices related to a variety of business environments. <p>E. Responsibility & Flexibility.</p> <ol style="list-style-type: none"> 1. Understand the qualities and behaviors that constitute a positive and professional work demeanor. 2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community. 3. Understand the need to adapt to varied roles and responsibilities. <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> 1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> a. <i>Contact a business and obtain a copy of their rules for employment.</i> b. <i>Role play difference ethical scenarios.</i> 3. Understand the role of personal integrity and ethical behavior in the workplace. <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> 1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals. 2. Understand the ways in which professional associations and competitive career development activities enhance academic skills, career choices, and contribute to promote employability. 4. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>I Students understand the safety, health and environmental responsibilities of those in the Public Safety pathway:</p> <p>A. Students will understand the interaction and interdependency of Police, Fire, Emergency Medical Services and the 911 Communications Systems.</p> <ol style="list-style-type: none"> 1. Students will identify a variety of organizational structures in the Law Enforcement and Corrections and Corrections field (corrections, probation, courts, juvenile, patrol, fish and game, communications and narcotics). 2. Students will identify a variety of organization structures in fire services (fire fighter, fire medic, various other areas as they related to the fire services equipment operations and prevention). 3. Students will identify emergency medical services (EMT to paramedic careers, equipment, requirements). 4. Students will research classified ads in local newspapers and the Internet to identify the types of businesses that advertise for Public Safety types of positions and explain why that position might be a good way to start a career. 5. Students will describe the entry level roles and responsibilities. <p>B. Students will become certified in first aid and cardiopulmonary resuscitation (CPR) in order to apply those skills as needed in emergencies.</p> <p>C. Students will ask appropriate questions to investigate accidents and related incidents and document findings.</p>		Public Safety Pathway C3.0 C3.1 C3.6		
<p>II. Students understand the common objectives and mission of the Public Safety, which are to solve problems, save lives and protect property.</p> <p>A. Students will demonstrate procedures to respond to emergency incidents of any scale, small to catastrophic.</p> <ol style="list-style-type: none"> 1. Students will role play responses to different emergencies. 2. Students diagram different organization and systems tables to assign responsibilities. 		Public Safety Pathway C5.0 C5.1 C5.3	ELA 9-10; R; 2.2,2.3, 2.5 W; 1.1, 1.3,1.4, 1.5,2.2	
<p>III. Students will understand the appropriate level of nutrition, fitness, and agility required by the Public Safety career fields:</p> <p>A. Students will understand the need for physical fitness and proper nutrition and develop a personal plan for achievement..</p> <p>B. Students will chart the different agility assessments and the technique for preparing for the test.</p>		Public Safety Pathway C6.0 C6.1 C6.2 C6.3		
<p>IV. Students will know the skills and equipment needed to deal with most protective service situations, from local emergencies to area wide incidents:</p> <p>A. Students will demonstrate the skills required to deal effectively with emergency situations by role playing a variety of emergency situations.</p>		Public Safety Pathway C9.0 C9.1		

10. Additional recommended/optional items

a. Articulation: None

b. Academic credit: None

c. Instructional strategies:

Methods of Instruction:

1. Lecture
2. Audio Visual Materials
3. Research Readings and Written Presentations
4. Group & Individual Activities
5. Quizzes, Tests & Final Exam
6. Internet Exploration
7. Guest Speakers
8. Activities:
 - Career Awareness – contact with various professionals: forensics, FBI Officers, Homicide Detectives, Lawyers, Paralegals, District Attorneys, Public Defenders, Judges, Mobile Operations Commanders Psychologists, Psychiatric Nurses, Probation Officers, and ATF agents
 - Guest Speakers – SRJC Criminal Justice faculty; Bomb Squad, Public health Officials, Police & Fire Cadets.
 - Field Trips – Police and Firefighter Departments and Training facilities, Empire School of Law, Court

d. Instructional materials: Text to be determined.

e. Certificates: Cardio Pulmonary Resuscitation (CPR)