

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## PUBLIC SAFETY 1

**Date: September 2008**

**Subject Area: Career Technical Education**

**Proposed Grade Level(s): 10<sup>th</sup>**

**Course Length: One Year**

**Grading: A-F**

**Number of Credits: 5 per Semester**

**Prerequisites: Enrollment in the Public Safety Academy**

### **COURSE DESCRIPTION:**

This is an introductory course into the Family & Human Services Industry Sector and Protective Services Industry sector. The course will be taught in partnership with industry experts from the Rancho Cordova City Police Department, Sacramento Metro Fire Department, Sacramento County Sheriff's Department and local family services agencies. The students will be introduced to the areas of personal & family safety issues, criminal justice, fire safety, fundamentals of corrections, and the basics of security; homeland and personal. The course also includes a rigorous first aid training program and CPR certification.

Through the Public Safety Academy, students will be offered opportunities to participate in various after school community service projects working with community members of all ages including elementary students.

Each unit of instruction and the associated student learning activities will include a multicultural perspective representative of the demographic makeup of Cordova High School.

Some of the activities for the course include preparing a safety presentation for elementary school children to help them not become a victim and participating in Cordova High School mock disaster drill as a victim. Field trips will also be arranged for students to visit industry experts in the various industry sectors.

### **GENERAL GOALS / PURPOSES:**

By the end of the course, each student will be able to:

- Understand basic terms, types of crimes and myths related to the criminal justice system.
- Understand important safety, emergency, and disaster procedures to use for a variety of populations.
- Understand how to establish and promote good safety habits for all age groups.
- Identify technology and equipment used by police.
- Explain fire safety guidelines and practices.
- Explain types, maintenance, and proper installation of smoke detectors.
- Describe procedures for fighting common fires.
- Define security and analyze the relationship between security and law.
- Develop personal safety strategies.
- Explain the Roles and Responsibilities of First Responders.
- Identify types of corrections facilities and programs.
- Provide Medical Oversight.
- Understand the Emotional Aspects of Emergency Medical Care.
- Prevent Disease transmission.
- Understand the legal and ethical issues related to First Responders.
- Identify the different systems in the human body and how to provide emergency care for each system.
- Properly demonstrate how to lift and move a patient.

- Provide CPR and cardiac care in emergencies.
- Use a Automated External Defibrillation unit.

### **READING COMPONENT:**

Students will be required to:

- Use the Internet to research protective service and emergency responders' career-related topics.
- Read articles related to emergency response.
- Read the required text.
- Read and comprehend test questions and answers.

### **WRITING COMPONENT:**

Students will be required to:

- State their responses to questions in complete sentences related to protective services career pathway standards.
- Develop a personal health plan and set career goals for the five years.
- Prepare documentation of disaster situations and determine resource status.
- Complete a notebook that includes note taking from class lectures.
- Develop Power Point presentations on a variety of topics for group presentations.

### **ORAL COMPONENT:**

Students will be required to:

- Participate as a member of a group presentation of an emergency disaster situation.
- Respond to questions directed to them during class discussion.
- Interview someone regarding their public safety career.
- Participate in question/answer sessions with guest speakers.

### **DETAILED UNITS OF INSTRUCTION:**

This is an introductory course into the Family & Human Services Industry Sector and Protective Services Industry sector. The course will be taught in partnership with industry experts from the Rancho Cordova City Police Department, Sacramento Metro Fire Department, Sacramento County Sheriff's Department and local security companies. The students will be introduced to the areas of personal & family safety issues, criminal justice, fire safety and fighting procedures, fundamentals of corrections, and the basics of security – homeland and personal. The course also includes a rigorous first aid training program and CPR certification.

#### **Family Services Units**

##### **1) I survived being a Victim – An integrated thematic unit**

- a) Signs of Abuse – emotional and physical abuse, substance abuse, depression
- b) Post Traumatic Stress Disorder and other mental health issues
- c) Study of Victimization throughout history, ie holocaust, slavery, Hurricane Katrina

##### **2) Personal Safety**

- a) Identify types of crimes, statistics, and how to prevent becoming a victim.
- b) Prepare a lesson to be presented to elementary school students, grades 3-5

##### **3) Team Building**

- a) Participate in a wide variety of team building activities to improve interpersonal skills, conflict resolution, and decision making skills.

##### **4) Disabled Populations**

- a) Research the types and numbers of individuals in our country with a wide variety of disabilities.

- b) Job Shadow in a Severely Handicapped Classroom at Cordova High School.
- c) Identify resources available to families of disabled children.
- d) Create an presentation for the class on findings.

## **Protective Services Units**

### **1) Introduction to Criminal Justice**

- a) Structure of the American Criminal Justice System
- b) Basic Terms, Types of Crimes, and myths of the Criminal Justice System

### **2) Fundamentals of Police**

- a) Policies and Procedures of Police
- b) Identify the use of technology and equipment by police

### **3) Fire Safety & Fighting Procedures**

- a) Knowledge in fire safety guidelines and practices
- b) Differentiate types of fire extinguishers and their uses
- c) Identify common types of smoke detectors
- d) Basic maintenance and proper installation of smoke detectors.
- e) Procedures for fighting common fires

### **4) Fundamentals of Corrections**

- a) Historical evolution of the correctional system
- b) Introduction to sentencing decisions
- c) Types of correctional facilities and programs

### **5) Fundamentals of Juvenile Justice**

- a) Analyze the causes of Juvenile Crime
- b) Understand major views of juvenile justice system

### **6) Basics of Security**

- a) Define Security
- b) Identify the historical progression of security
- c) Analyze the relationship between security and law

### **7) Personal Safety Awareness**

- a) Learn personal safety awareness skills
- b) Develop a variety of personal safety strategies
- c) Determine ways to implement safety strategies

### **8) Introduction to the EMS System**

- a) Accessing EMS
- b) Roles and Responsibilities of First Responders
- c) Medical Oversight

### **9) The Well Being of the First Responder**

- a) Emotional Aspects of Emergency Medical Care
- b) Preventing Disease Transmission
- c) Scene Safety

### **10) Legal and Ethical Issues**

- a) Regulations, Scope of Practice, Standard of Care, Ethical Responsibilities, Consent, Abandonment, Negligence, Confidentiality
- b) Documentation

### **11) The Human Body**

- a) Body Regions and Systems
- b) Emergency Care for each System

### **12) Lifting and Moving Patients**

- a) Lifting Techniques and Patient Positioning
- b) Emergency Moves and Non-Emergency Moves
- c) EMS Equipment for moving patients

### **13) Patient Assessment**

- a) Scene Size-Up
- b) Initial Assessment
- c) Physical Examination
- d) Vital signs

**14) Airway and Breathing Emergencies**

- a) The Airway and Breathing
- b) Foreign Body Airway Obstruction (FBAO)

**15) Ventilation Devices and Oxygen**

- a) Suctioning, Airway Adjuncts
- b) Bag Mask Ventilation

**16) Cardiac Emergencies and CPR**

- a) Cardiac Chain of Survival
- b) CPR and different techniques for Adults and Children

**17) Automated External Defibrillation (AED)**

- a) How AED's Work
- b) Using an AED, Problems, and Maintenance

**All Units of Instruction will include:**

- Introductory class discussion and teacher presentation.
- Appropriate audio-visual media.
- Hands on learning activities.
- Evaluation of student learning.
- Student reading, writing, and oral component.

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:**

Writing, Reading, Language Arts, Social Science, and Science

**LAB FEE, IF REQUIRED:** None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

**FAMILY & HUMAN SERVICES PATHWAY STANDARDS**

**D7.0** Students understand important safety, emergency, and disaster procedures to use for a variety of populations.

**D7.1** Understand how to establish and promote good safety habits for all ages.

**D7.2** Know the procedures for basic first aid and cardiopulmonary resuscitation (CPR) for infants, children, and adults.

**D7.3** Understand the causes and prevention of common accidents and injuries.

**D7.4** Know the correct procedures for dealing with emergencies and disasters.

**D7.5** Understand the procedures that prevent the spread of illnesses, infections, and diseases, including blood-borne pathogens.

**D7.6** Understand the specific health considerations of persons with disabilities.

**D8.0** Students understand and apply interpersonal skills required to interact effectively with individuals and families.

**D8.1** Know the strategies that promote positive interaction between individuals, families, and agencies.

**D8.2** Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.

**D8.3** Understand effective ways to teach individuals and families' communication, mediation, conflict-resolution, and decision-making skills.

**D11.0** Students understand common problems and crises affecting individuals and families.

**D11.1** Know the signs of emotional and physical abuse, emotional crises, and mental health issues, such as depression, isolation, substance abuse, and stress.

**D11.2** Know how to identify behaviors that require intervention and outside assistance.

**D11.3** Know how to provide the information that individuals and families need to make decisions about seeking professional help.

## **PROTECTIVE SERVICES PATHWAY STANDARDS**

**C1.0** Students apply cognitive, critical thinking and problem solving skills to formulate solutions to problems common in the protective services fields

**C2.0** Students develop team building and leadership skills.

**C3.0** Students understand the safety, health, and environmental responsibilities of those in the protective services pathway.

**C4.0** Students access, manages, integrate, and create information by using information technology tools specific to the Protective Services Pathway

**C5.0** Students understand the common objectives and mission of the protective services, which are to solve problems, save lives and protect property.

**C6.0** Students understand the appropriate level of nutrition, fitness, and agility required by the protective services career fields.

**C7.0** Students understand the use of active listening, clear reporting, and professional equipment to communicate effectively.

**C8.0** Students understand the laws, ordinances, regulations, and organizational rules that guide their respective protective services career field.

**C9.0** Students know the skills and equipment needed to deal with most protective service situations, from local emergencies to area-wide incidents.

## **DISTRICT ESLRs TO BE ADDRESSED**

### **Students will be:**

- **Self –Directed Learners:** students will work independently to determine first aid treatment for mock victims, and to complete research projects related to chosen career fields.
- **Effective Communicators:** students will communicate through both written and oral presentations made in class.
- **Quality Producers/Performers:** student work will be held to a high industry standard as set by industry certified trainers.
- **Constructive Thinkers:** students will be able to size up emergency situations, document activities, and apply basic first aid skills in hands on –training situations.
- **Collaborative Workers:** students will understand the importance of teamwork and complete various projects as a member of a team.
- **Responsible Citizens:** students will participate in community service activities and learn about the laws governing the protective services pathway.