

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Protective Services

Course Number: 00915-00915A

Suggested Educational Level(s): 10 – 12

Suggested Periods Per Week: 5 **Length of Period:** 2 hours

Suggested Length Of Course: 3 years

Units Of Credit (If Appropriate): 3 per year

Date Written: April, 2005 **Date Approved:** May 31, 2005

Date Reviewed: 2004-2005 **Implementation Year:** 2005-2006

Teacher Certification Required: Vocational Certification in Protective Services for 2005-2006 School Year

Standards Addressed (code):

Career Education and Work: 13.2.11 B, D; 13.3.11 A, B, C, D

Health, Safety, and PE: 10.1.12 A, B, C, D, E; 10.2.12 D; 10.3.12 A, B, C, D; 10.4.12 A, B, C, D, E, F; 10.5.12 A, B, C, D, E, F

Civics and Government: 5.1.12 B, E, F, I, J, L; 5.2.12 A, B, C, D, E, F, G; 5.3.2.12 A, B, G, H, I, J, L

History: 8.1.12A; 8.2.12 A, B, C, D; 8.3.12 A, B, D

Reading, Writing, Speaking, and Listening: 1.1.11 A, B, E, G; 1.2.11 A, B, C, D; 1.4.11 A; 1.5.11 A, B, C, D, E, F; 1.6.11 A, C, D, E

Relationship to Other Planned Instruction: Related content in language arts, health, social studies, science, and technology

Prerequisites: Successful completion of all 9th grade course work, interpersonal communication skills, and writing/reading skills useful

Special Requirements: Students interested in this class should have a sincere desire to serve others, often with risk to their person. Physical condition, self-confidence, self-

discipline, as well as personal honor and integrity are essential in this area. Modification will be made for special needs students.

Writing Team Members: Kathleen Johnson, Mark Lindberg

Standards Addressed:

Career, Education and Work

13.2.11 Career Acquisition (Getting a Job)

- B. Apply research skills in searching for a job.
 - CareerLinks
 - Internet (i.e., O-NET)
 - Networking
 - Newspapers
 - Professional associations
 - Resource books (i.e., *Occupational Outlook Handbook*, *PA Career Guide*)
- D. Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.3.11 Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.
- B. Evaluate team member roles to describe and illustrate active listening techniques:
 - Clarifying
 - Encouraging
 - Reflecting
 - Restating
 - Summarizing
- C. Evaluate conflict resolution skills as they relate to the workplace:
 - Constructive criticism
 - Group dynamics
 - Managing/leadership
 - Mediation
 - Negotiation
 - Problem solving
- D. Develop a personal budget based on career choice, such as, but not limited to:
 - Charitable contributions
 - Fixed/variable expenses
 - Gross pay
 - Net pay
 - Other income

Health, Safety, and PE

10.1.12 Concepts of Health

- A. Evaluate factors that impact growth and development during adulthood and late adulthood.
 - acute and chronic illness
 - communicable and non-communicable disease
 - health status
 - relationships (e.g., marriage, divorce, loss)
 - career choice
 - aging process
 - retirement
- B. Evaluate factors that impact the body systems and apply protective/preventive strategies.
 - fitness level
 - environment (e.g., pollutants, available health care)
 - health status (e.g., physical, mental, social)
 - nutrition
- C. Analyze factors that impact nutritional choices of adults.
 - cost
 - food preparation (e.g., time, skills)
 - consumer skills (e.g., understanding food labels, evaluating fads)
 - nutritional knowledge
 - changes in nutritional requirements (e.g., age, physical activity level)
- D. Evaluate issues relating to the use/non-use of drugs.
 - psychology of addiction
 - social impact (e.g., cost, relationships)
 - chemical use and fetal development
 - laws relating to alcohol, tobacco and chemical substances
 - impact on the individual
 - impact on the community
- E. Identify and analyze factors that influence the prevention and control of health problems.
 - research
 - medical advances
 - technology
 - government policies/regulations

10.2.12 Healthful Living

- D. Examine and apply a decision-making process to the development of short and long-term health goals.

10.3.12 Safety and Injury Prevention

- A. Assess the personal and legal consequences of unsafe practices in the home, school or community.
 - loss of personal freedom
 - personal injury
 - loss of income
 - impact on others

- loss of motor vehicle operator's license
- B. Analyze and apply strategies for the management of injuries
 - CPR
 - advanced first aid
 - C. Analyze the impact of violence on the victim and surrounding community.
 - D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

10.4.12 Physical Activity

- A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
- B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
 - social
 - physiological
 - psychological
- C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
 - aging
 - injury
 - disease
- D. Evaluate factors that affect physical activity and exercise preferences of adults.
 - personal challenge
 - physical benefits
 - finances
 - motivation
 - access to activity
 - self-improvement
- E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.
- F. Assess and use strategies for enhancing adult group interaction in physical activities.
 - shared responsibility
 - open communication
 - goal setting

10.5.12 Concepts, Principles and Strategies of Movement

- A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
- B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
 - open and closed skills
 - short-term and long-term memory
 - aspects of good performance
- C. Evaluate the impact of practice strategies on skill development and improvement.

- D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.
- E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.
 - efficiency of movement
 - mechanical advantage
 - kinetic energy
 - potential energy
 - inertia
 - safety
- F. Analyze the application of game strategies for different categories of physical activities.
individual
 - team
 - lifetime
 - outdoor

Civics and Government

5.1.12 Principles and Documents of Government

- B. Analyze the sources, purposes and functions of law.
- E. Evaluate the principles and ideals that shape the United States and compare them to documents of government.
- F. Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.
- I. Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.
- J. Analyze how the law promotes the common good and protects individual rights.
- L. Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.
 - Civil rights
 - Commerce
 - Judicial review
 - Federal supremacy

5.2.12 Rights and Responsibilities of Citizenship

- A. Evaluate an individual's civic rights, responsibilities and duties in various governments.
- B. Evaluate citizens' participation in government and civic life.
- C. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- D. Evaluate political leadership and public service in a republican form of government.
- E. Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- F. Evaluate how individual rights may conflict with or support the common good.
- G. Evaluate what makes a competent and responsible citizen.

5.3.12 How Government Works

- A. Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.
- B. Analyze the responsibilities and powers of the national government.
- G. Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.
- H. Evaluate the impact of interest groups on the political process.
- I. Evaluate how and why government raises money to pay for its operations and services.
- J. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.

History

8.1.12 Historical Analysis and Skills Development

- A. Evaluate chronological thinking.
 - Sequential order of historical narrative
 - Continuity and change
 - Context for events

8.2.12 Pennsylvania History

- A. Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.
 - Political Leaders (e.g., Gifford Pinchot, Genevieve Blatt, K. Leroy Irvis)
 - Military Leaders (e.g., Tasker H. Bliss, Henry “Hap” Arnold, George C. Marshall)
 - Cultural and Commercial Leaders (e.g., Milton Hershey, Marian Anderson, Fred Rogers)
 - Innovators and Reformers (e.g., Frank Conrad, Rachel Carson, Joseph Rothrock)
- B. Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to Present.
 - Documents, Writings and Oral Traditions (e.g., Constitution of 1968, *Silent Spring* by Rachel Carson, Pennsylvania historical markers)
 - Artifacts, Architecture and Historic Places (e.g., 28th Division Shrine, Fallingwater, Levittown, Allegheny Ridge heritage corridor)
- D. Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present.
 - Domestic Instability (e.g., The Great Depression, Three-Mile Island nuclear accident, floods of 1936, 1972, and 1977)
 - Ethnic and Racial Relations (e.g., segregation, desegregation, racial profiling)
 - Labor Relations (e.g., strikes, work stoppages, collective bargaining)
 - Immigration (e.g., increased immigration from Europe, migration of African-Americans from the South, influx of Hispanic and Asian peoples)
 - Military Conflicts (e.g., World War I, World War II, Persian Gulf War)

Reading, Writing, Speaking, and Listening:

1.1.11 Learning to Read Independently

- A. Locate various texts, media and traditional resources for assigned and independent projects before reading.
- B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. use a dictionary or related reference.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
 - Make, and support with evidence, assertions about texts.
 - Compare and contrast texts using themes, settings, characters and ideas.
 - Make extensions to related ideas, topics or information.
 - Assess the validity of the document based on context.
 - Analyze the positions, arguments and evidence in public documents.
 - Evaluate the author's strategies.
 - Critique public documents to identify strategies common in public discourse.

1.2.11 Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents in all academic areas.
 - Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.
 - Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.
 - use teacher and student established criteria for making decisions and drawing conclusions.
 - Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.
- B. Use and understand a variety of media and evaluate the quality of material produced.
 - Select appropriate electronic media for research and evaluate the quality of the information received.
 - Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.
 - Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.4.11 Types of Writing

- A. Write short stories, poems and plays.
 - **Apply** varying organizational methods.
 - Use relevant illustrations.
 - Utilize dialogue.
 - Apply literary conflict.

- Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).
- Include literary elements (Standard 1.3.11B.).
- Use literary devices (Standard 1.3.11C.).

1.5.11 Quality of Writing

- A. Write with a sharp, distinct focus.
 - Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
 - Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- C. Write with controlled and/or subtle organization.
 - Sustain a logical order throughout the piece.
 - Include an effective introduction and conclusion.
- D. Write with a command of the stylistic aspects of composition.
 - Use different types and lengths of sentences.
 - Use precise language.
 - Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- F. Edit writing using the conventions of language.
 - Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.6.11 Speaking and Listening

- A. Listen to others.
 - Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.
- C. Speak using skills appropriate to formal speech situations.
 - Use a variety of sentence structures to add interest to a presentation.
 - Pace the presentation according to audience and purpose.
 - Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.
- D. Contribute to discussions.
 - Ask relevant, clarifying questions.
 - Respond with relevant information or opinions to questions asked.
 - Listen to and acknowledge the contributions of others.

- Adjust tone and involvement to encourage equitable participation.
 - Facilitate total group participation.
 - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
 - Paraphrase and summarize as needed.
- E. Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
 - Select and present an oral reading on an assigned topic.
 - Conduct interviews.
 - Participate in a formal interview (e.g., for a job, college).
 - Organize and participate in informal debate around a specific topic.
 - Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

COURSE DESCRIPTION: Protective Services is a three year instructional program preparing students to apply technical knowledge and skill necessary to perform entry-level duties as a police officer, fire fighter, dispatcher, or paramedic. The program focuses on the methods and procedures unique to criminal justice and emergency services. Physical development and self-confidence skills are emphasized due to the nature of this cluster. Professional attitudes and values will be developed.

FUTURE CHANGES IN COURSE PLANNED:

Beginning in the 2006 – 07 school year, Protective Services will be offered as a 3-year program for students in grades 10-12. Students will receive training in physical development, the judicial system, equipment operations, emergency assessment, and emergency treatment. There will be a cooperative relationship between the Protective Service program and the Warren County Sheriff's Department, the PA State Police, Warren City Police, and all Municipal Police in Warren County as well as the Warren County Emergency Services Management. Students in the program will have the opportunity to achieve certification in CPR, AED, First Aid, Telecommunications, and Basic EMT. Students in the Protective Service Program will also have the opportunity to observe professionals in action through job shadowing, internships, and class visitations. Additional teacher certifications in specialized training area will be required.

Professional attitudes will be developed through the VICA Club and class activities.

Outline of Content Sequence and Recommended Time:

- I. Safety (3 weeks per year)
 - A. Safety and classroom procedures
 - B. Physical activity
- II. Criminal Justice I (27 weeks)
 - A. CPR-First Aid
 - B. Crime scene investigation
 - C. Proper arrest procedures
 - D. Law enforcement structure

- E. The court process
 - F. Drugs and crime
 - G. Homeland security
 - H. Career exploration
- III. Criminal Justice II (18 weeks)
- A. Sentencing
 - B. Corrections
 - C. Probation and parole
 - D. Prisons and jails
 - E. Prison Life
 - F. Juvenile Justice
 - G. Terrorism
 - H. Future of criminal justice with technology
- IV. Telecommunications (9 weeks)
- A. Roles and responsibilities
 - B. Interpersonal communications
 - C. Technology
 - D. Stress Management
 - E. Call Classification
 - F. Telephone communication techniques
 - G. Radio communication techniques
 - H. Legal aspects of public safety communications
 - I. Telematics
- V. Basic EMT (9 weeks)
- A. Principles of emergency care
 - B. Pulmonary depression and arrest
 - C. Cardiac arrest
 - D. Bleeding and shock
 - E. Management of acute medical and psychiatric problems
 - F. Orthopedic injuries
 - G. Sterile techniques
 - H. IV module
 - I. Defibrillation module
- VI. Intensive EMT (18 weeks)
- VII. Internship (18 weeks)

(The course content for VI and VII will be written and submitted for board approval during the 2006 – 07 school year. The first time students will be instructed in these two areas is in the 2008 – 09 school year.)

Specific Educational Objectives to be Taught: The student will be able to –

1. identify, understand, and practice safety procedures in the Protective Service classroom.
2. develop and enhance their physical and mental well-being.
3. perform all the certification requirements for CPR-First Aid and AED.
4. secure a crime scene according to law enforcement standards.
5. perform proper arrest procedures according to law enforcement standards.
6. use technology to research, write, and present information regarding career choices in the protective service areas.
7. identify and fully understand all components of the criminal justice system in its entirety from investigation to release.
8. identify the components of the Juvenile Justice System.
9. understand the importance of technology in regard to terrorism and the future of Criminal Justice.
10. identify and practice the roles and responsibilities of a Tele-communicator.
11. identify stress management, call classification, and radio communication techniques.
12. understand and identify all legal aspects of the Tele-communicator role.
13. understand and practice basic EMT procedures.
14. obtain employment in the Protective Services field once completed with the program.

Formative Assessments:

- Teacher developed tests
- Oral presentations
- Performance tasks

Summative Assessments:

- NOCTI tests for completers

Required/Approved Textbooks and Materials:

Book Title: Criminal Justice Today (8th edition)
An Introductory Text for the 21st Century
Publisher: Pearson – Prentice Hall
ISBN #: 0-13-184493-8, 0-13-117456-8
Copyright: 2005
Date of Adoption:

Book Title: Criminal Justice Today (8th edition) Student Study Guide
Publisher: Pearson – Prentice Hall
ISBN #: 0-13-184494-6
Copyright: 2005
Date of Adoption:

Book Title: Criminal Justice Today (8th edition) Instructor's Resource Guide
Publisher: Pearson – Prentice Hall
ISBN #: 0-13-117459-2
Copyright: 2005
Date of Adoption:

Book Title: Heart Saver First Aid with CPR & AED
Publisher: American Heart Association
ISBN #: 0-87493-415X
Copyright: 2002
Date of Adoption: 2003

Book Title: Public Safety Telecommunicator I (5th edition – Instructor's Guide; 6th edition – Instructor Techniques Course)
Publisher: APCO Institute
ISBN #: 1-57927-026-3
Copyright: 2001
Date of Adoption:

Book Title: Public Safety Telecommunicator I (6th edition – Student Workbook)
Publisher: APCO Institute
ISBN #:
Copyright:
Date of Adoption:

Book Title: Brady Emergency Care (10th edition)
Publisher: Pearson – Prentice Hall
ISBN #: 0-13-114233-X (paper) and 0-13-114231-3
Copyright: 2005
Date of Adoption:

Book Title: Brady Emergency Care (10th edition Student Workbook)
Publisher: Pearson – Prentice Hall
ISBN #:
Copyright: 2005
Date of Adoption:

Other Instructional Materials:

Uniforms (shirts/jackets) Students will be required to purchase pants/shoes
Dispatch Communications Equipment
Mannequins for CPR/EMT