

**RIALTO UNIFIED SCHOOL DISTRICT
CURRICULUM PROPOSAL**

Name of Course:	Public Safety I: Citizenship and Character-Building	Grade Level(s):	7, 8
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Brief Course Description:	
<p>This is a semester-long introductory course to Jehue's Middle School Public Safety Program which is guided by the qualities and principles of the public safety sector. This course promotes students to practice positive character traits and examines the values of being a responsible member of the community. Students will engage in an instructional program that integrates academics and technical preparation focusing on career awareness and desired personal traits within the community, public safety, and military.</p>	

Proposed By:	Anthony Alvo	School:	Rialto High School	Date:	February 2, 2021
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The Following is Proposed for this Course:			
<input type="checkbox"/> Addition <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Revision <input checked="" type="checkbox"/> Content <input type="checkbox"/> Name Change	<input checked="" type="checkbox"/> A – G <input type="checkbox"/> Honors <input type="checkbox"/> Vocational	<input type="checkbox"/> Deletion <input checked="" type="checkbox"/> Name of Course Public Safety-I: Citizenship and Character-Building

The Following Maximum Credits are Proposed for this Course:	
5 Units of Credit in (Subject Area):	Elective Course or in:

The Following Schools will Offer this Course:				
<input type="checkbox"/> Frisbie Middle	<input checked="" type="checkbox"/> Jehue Middle	<input type="checkbox"/> Kolb Middle	<input type="checkbox"/> Kucera Middle	<input type="checkbox"/> Rialto Middle

The Proposed Course will have the Following Budget Implication:																			
Individual School Site: District Level: Total Estimated Cost:	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:60%;">1. Forensic Student Workbook (180 books)*</td> <td align="right">\$ 3,000.00</td> </tr> <tr> <td>2. Law Enforcement-1 PowerPoint</td> <td align="right">\$ 200.00</td> </tr> <tr> <td>3. Law Enforcement-1 Hardcover book* And Student Digital (180 books)</td> <td align="right">\$ 14,259.50</td> </tr> <tr> <td>4. Law Enforcement-1 Teacher Edition (free)</td> <td align="right">\$ 0.00</td> </tr> <tr> <td>5. Law Enforcement-1 consumable Workbook (180)*</td> <td align="right">\$ 2520.00</td> </tr> <tr> <td>Print Materials with online access subtotal</td> <td align="right">\$ 19,979.50</td> </tr> <tr> <td>6. Shipping</td> <td align="right">\$ 2,996.93</td> </tr> <tr> <td>7. Sales Tax</td> <td align="right">\$ 2,240.20</td> </tr> <tr> <td align="right">Grand total</td> <td align="right">\$ 25,216.63</td> </tr> </table> <p>*Books are designed for both requested courses Public Safety-I and Public Safety-II</p>	1. Forensic Student Workbook (180 books)*	\$ 3,000.00	2. Law Enforcement-1 PowerPoint	\$ 200.00	3. Law Enforcement-1 Hardcover book* And Student Digital (180 books)	\$ 14,259.50	4. Law Enforcement-1 Teacher Edition (free)	\$ 0.00	5. Law Enforcement-1 consumable Workbook (180)*	\$ 2520.00	Print Materials with online access subtotal	\$ 19,979.50	6. Shipping	\$ 2,996.93	7. Sales Tax	\$ 2,240.20	Grand total	\$ 25,216.63
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Approval Signatures for the Proposed Course:				
Printed Name	Signature	Title	Yes/No	Date
		Submitting School Department Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		Frisbie Middle School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Carolyn Eide	<i>Carolyn Eide</i>	Jehue Middle School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/2/21
		Kolb Middle School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		Kucera Middle School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		Rialto Middle School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		District Curriculum Committee Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Katherine Hitchcock	<i>Katherine Hitchcock</i>	Curriculum Council Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/2/21
Approved by _____ Curriculum Committee on (Date): _____				
Approved by Curriculum Council on (Date): _____				
Approved by Rialto Unified School Board on (Date): _____				
Approved by UC (or N/A) on (Date): _____				

Public Safety-I: Citizenship and Character-Building

7th and 8th Grades

Course Overview: This is a semester-long introductory course to Jehue's Middle School Public Safety Program which is guided by the qualities and principles of the public safety sector. This course promotes students to practice positive character traits and examines the values of being a responsible member of the community. Students will engage in an instructional program that integrates academics and technical preparation focusing on career awareness and desired personal traits within the community, public safety, and military. This course will include:

- Identifying and learning about careers which fall within the Public Services sector.
- Determine the negative effects of bullying, cyberbullying, and social media.
- Weekly character-building traits; learn and practice essential traits of good character throughout the course.
- All students will follow a Chain of Command and a Professional Code of Conduct.
- Encouragement of participation and performance of community service to develop the mindset of a public servant, to develop good citizenship, and to promote an ongoing involvement in the community.
- Physical, mental, and emotional fitness along with agility assessments will be focused on throughout the course.

Unit-1 Overview: This unit of study will extend throughout the entire semester. Every two weeks during the semester students will be introduced to focused character-building traits designed to cultivate personal ethics and morals, awareness of responsibility, and to increase personal development. Character-building traits are a proactive approach towards values such as respect for self and others, integrity, and self-discipline, which are cornerstone traits that are highly desired in a home, educational, and workplace setting. These are also core components for developing social and emotional intelligence and fostering the intrinsic desire to help others.

Unit-1 Key Assignments

1. Students will be introduced to community service to experience the benefits that arise from volunteerism. Students will be required to complete one hour of community service every two weeks. They will maintain a semester long log about their community service to document their work and reflect upon their feelings. Volunteerism could be established in a number of ways as long as it is unpaid, supportive of someone or something, and accomplished with the supervision of an adult.

2. After a character trait has been introduced to the class, students will read a pre-selected short story or current news articles that exemplifies the character trait. Students will take on the role of a police investigator and read the text with the intent to determine how the character trait was practiced and the benefits that arose from it. Students will document specific actions that established the character trait and author an informative police report proving their understanding of what the character trait “looks” like. Students will conduct a Think-Pair-Share activity to recognize any gaps in their understanding and build an even stronger case of their established facts.
3. Students will utilize situational awareness and observational skills to focus upon a person who demonstrated a highlighted character trait at the school site. After writing their observations of the exemplified character trait, the classroom will be rearranged to create a courtroom setting. Students will then become “lawyers,” in which their job is to argue their case to the judge (teacher) and the jury (classmates) about what they observed and documented (the character trait, the action(s), and the benefit that arose from the action). The judge and jury will assess the facts and write their reasoned judgment determining if the actions of the observed person exemplified the definition of the character trait.
4. Students will formulate a role-play activity highlighting the bi-weekly character trait. Students will create a script that details each student’s role and lines. To create a sense of increased responsibility, students will put on their short performance in front of an available audience which may include parents, other classes, and school staff.
5. Students will take virtue photographs of others or print pictures of people demonstrating the highlighted character trait. Students will write a caption that illustrates what the picture represents. A group of students will create a “Catch’em Being Good” billboard for the pictures and captions to be displayed upon. Students will view the other billboards and write about a picture and caption that appealed to them.

Unit-2 Overview: Students will explore the “Law Enforcement Code of Ethics.” Once students have a thorough understanding of police ethics, mission, and structure of public service organizations, they will be able to create a class mission statement to follow and take part in an interview process for positions within the chain of command for the class. The students will read and utilize the learning domain book Peace Officer Standards and Training LD 01 throughout this Unit. Students will evaluate ethical issues that may arise in the public services sector and weigh in with an opinion of how it affects local and state authorities.

Unit-2 Key Assignments

1. Students will research the Law Enforcement Code of Ethics and how it originated. Students will be broken up into five teams and assigned a paragraph of the Code of Ethics, they will create a poster that demonstrates what their paragraph in the Code of Ethics represents to their group. Students are encouraged to use examples from their

personal lives to bring meaning to the document. The posters will be displayed around the room as a constant reminder of the importance of the Code of Ethics.

2. Students will research law enforcement mission statements from local agencies that serve their communities (police, corrections, sheriff). Students will discover similarities and differences between the statements using a Venn diagram. Next, as a class, students discuss what makes up a good mission statement. Then students will develop and agree upon a class mission statement.
3. In classroom debates, students will use their class mission statement to analyze current events in order to compare and contrast actions of law enforcement personnel with those values stated in their mission statement. To do so, students will research articles on current events from reliable sources.
4. Having gained some experience with classroom debates, students will be presented with ethical dilemmas in which they will address both sides of an issue and in some cases, forcing them to take a stance opposite of their original belief(s). Please refer to the following webpage for Ethical Dilemmas, [Online Article: Ethics Training](#) which is one of several resources. Students will be evaluated for their participation in the Socratic seminar and other elements determined by the teacher.
5. Using the students' previous understanding and new knowledge of the organization of public services and professional ethics, students will write a reflective response which answers the following prompt: "Given your new knowledge about law enforcement, what is your opinion about how police should act? Should you act similarly to the police? Please explain each of your responses thoroughly."

Unit-3 Overview: Cyberbullying, hate speech, and social media outlets concern parents, students, and teachers alike. Once kids go online, the chances that they will encounter inappropriate or even illegal behavior are quite high. Lessons on this topic teach students about the effects of digital drama, cyberbullying, hate speech, and ill-uses of social media for both themselves and their larger communities. Students will explore how individual actions: negative and positive, intentional and unintentional; can affect their peers and others. They will take an active role of being an upstanding person to build positive and supportive networks. Students will discover how to cultivate empathy, compassion, and courage to combat negative interactions online.

Unit-3 Key Assignment

1. Students will be exposed to real-world examples and consequences of cyberbullying, hate speech, and improper uses of social media for youthful users. In small groups, students will select a topic and conduct an internal police investigation acquiring background/context, identifying victims, suspects, and potential witnesses, and then develop a solution to the situation before it would have been problematic and/or criminal. Students will share in small groups what they gleaned from the lesson.

2. Encourage a “See something, say something,” school culture by creating a school-wide campaign to combat cyberbullying, and hate speech, drugs, and alcohol. Students will develop a public safety announcement on posters, create brochures, say messages on the school intercom during daily announcements, and write messages on the school website. Small groups will be assigned different methods to advertise the campaign, which will focus on proactive measures, reinforcement with parents and students the negative aspects of cyberbullying, hate speech, poor use social media, drugs, and alcohol and encourage students to report problems.

Unit-4 Overview: To graduate from a police academy, police recruits must possess various physical capabilities. Recruits train for the physical agility test throughout the police academy, thus this course includes an aspect of physical training as part of the program. This aspect will be addressed weekly by formulating and conducting training plans, which includes a pre-assessment to measure fitness levels, monthly assessments to evaluate progress, and a final assessment. Some of the physical ability test requirements a student should be able to attain are:

- Aerobic Fitness- 500-yard run within 3 minutes.
- Agility Run - Run a 90-yard agility course in 21 seconds.
- Body Drag - Drag 120-pound dummy 32 feet.
- Sit ups and Pushups - As many as possible while using proper form in 60 seconds.

Unit-4 Key Assignments

1. Students will work towards building up their physical fitness, stamina, and a mindset of keeping a healthy and balanced life. Students will conduct numerous exercises which will include calisthenics, aerobic exercises, minimalistic obstacle courses, and jogging as a class singing cadence.
2. Students will keep a fitness log to monitor their progress of fitness requirements, which includes a reflection on their performances throughout the course. Part of this reflection will incorporate SMART goals for performance, so that students will have a visual goal to help them be accountable and motivated to improve their performance.
3. Students will learn through instruction and research different strategies of coping with the stressors within their lives to gain an understanding of how law enforcement professionals deal with the day-to-day on-duty stress. Students will also explore the Six Dimensions of Wellness and discuss how to employ them to increase wellness and resiliency. Students will create a presentation, either by a skit, illustration, multimedia presentation or writing piece to express how they deal with stress and negative emotions they are experiencing in their lives.

Resources

- California Commission on Peace Officer Standards and Training. (2007). Becoming an exemplary peace officer. file:///F:/Law%20Enforcement/POST/LD_00_V-1.1.pdf
- Code Search. <http://leginfo.legislature.ca.gov/faces/codes.xhtml>.
- Lewis, M. (2016). Forensic science reader book. TPS Publishing Ltd.
- Lewis, M. (2016). Law enforcement 1. TPS Publishing Ltd.
- Lewis, M. (2016) Principles of law, public safety, corrections, and security. TPS Publishing Ltd.
- Marines. (2020). Marine corps junior reserve officer's training corps: Training and education command. Retrieved from <https://www.mcjrotc.marines.mil/>
- Pollack, J. & Becker, R. (Nov 1996). Ethics training: Using officers' dilemmas. <https://www2.fbi.gov/publications/leb/1996/nov964.txt>
- Technical Working Group on Crime Scene Investigation. (2000). Crime scene investigation: A guide for law enforcement. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/178280.pdf>

