

**RIALTO UNIFIED SCHOOL DISTRICT
CURRICULUM PROPOSAL**

Name of Course: Public Safety-II: Community and Leadership Grade Level(s): 7, 8

Brief Course Description:

This semester long course is designed to prepare students for career and technical educational courses offered at the secondary level. Students will experience the four skills of language (reading, writing, speaking, and listening) through instruction, case-study evaluations, hands-on training, and problem-based activities. This course will cultivate an environment in which students will work towards creating personal effective leadership traits and resolve conflict through critical thinking and the art of communication.

Proposed By: Anthony Alvo School: Rialto High School Date: February 2, 2021

The Following is Proposed for this Course:

<input type="checkbox"/> Addition	<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> A – G	<input type="checkbox"/> Deletion
<input type="checkbox"/> Required Course	<input checked="" type="checkbox"/> Content	<input type="checkbox"/> Honors	<input checked="" type="checkbox"/> Name of Course
<input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Name Change	<input type="checkbox"/> Vocational	Public Safety-II: Community and Leadership

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
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The Proposed Course will have the Following Budget Implication:

Individual School Site: District Level: Total Estimated Cost:	1. Lightning Powder Basic Magnetic Fingerprint Powder Kit (Amazon.com)	\$ 41.41 (36 qty)	\$ 1,490.76
	2. Latent Print Cards, 100 pack (Amazon.com)	\$ 14.00 (10 qty)	\$ 140.00
	3. Crime scene Clear Fingerprint Lifting Tape 1.5 inch 1.5 inch (Amazon.com)	\$ 9.99 (36 qty)	\$ 359.64
	4. Combat Sports Submission Man Dummy (Amazon.com)	\$ 299.99 (1 qty)	\$ 299.99

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5. Cortina Sport Cone Polyethylene 03-500-36, 18" height, red, 4 pack. (Amazon.com)	\$ 129.95 (3 qty)	\$ 389.85
6. Crime Scene "Do Not Cross" Barricade Tape 3 inch X1000 ft (Amazon.com)	\$ 12.99 (5 qty)	\$ 64.95
7. 1InTheOffice Wirebound Spiral Memo Books, Memo Pads, 3" x 5", 10 Pads/Pack (Amazon)	\$ 10.49 (36 qty)	\$ 377.64
8. Remali CaptureCam 4K Ultra HD (Amazon.com)	\$ 99.99 (1 qty)	\$ 99.99
9. Justice Gavel Wood (Amazaon.com)	\$ 25.99 (1 qty)	\$ 25.99
10. Red Cross Instructor Starter Package with CPR and AED (RedCross.org)	\$ 1,388.58 (1 qty)	\$ 1,388.58
11. Red Cross First Aid and CPR Combo Training Kit with no splint, pk 100 (Redcross.org)	\$ 130.99 (2 qty)	\$ 261.98
Total		\$ 4,899.37

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-II: Communication and Leadership

7th and 8th Grades

Course Overview: This semester long course is designed to prepare students for career and technical educational courses offered at the secondary level. Students will experience the four skills of language (reading, writing, speaking, and listening) through instruction, case-study evaluations, hands-on training, and problem-based activities. This course will cultivate an environment in which students will work towards creating personal effective leadership traits and resolve conflict through critical thinking and the art of communication. This course will include:

- Strategies to respond to unethical and illegal actions in a variety of settings.
- Learning and personal study strategies.
- Personal safety: alcohol, drugs, gangs, and crime awareness.
- Building essential character traits as identified by the 14 Marine Corps Leadership Traits.
- Develop an investigatory mindset by conducting forensic science investigations.
- Practice active listening techniques to improve communication skills.
- There will be a focus of physical, mental, and emotional fitness throughout the course.
- Identifying how personal choices and conduct affect people in an educational and workplace environment.

Unit-1 Overview: This unit of study will extend throughout the entire semester. Students will be introduced to the 14 Marine Corps Leadership Traits one trait at a time. These leadership traits are ingrained into every U.S. Marine, which cultivates a powerful foundation of personal discipline. They are important characteristics to lead others. People must be able to lead and control themselves first, before properly leading others. If leaders cannot judge their own character, how can they judge others? This extended unit of study imparts fundamental explanations of difficult leadership concepts and qualities.

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 about an individual who exemplified the leadership trait. Students will read the text with the intent to determine how the leadership trait was exemplified. Students

will document specific actions of what the leadership trait “looks” like and the personal difficulties that the leader went through. Students will conduct a Think-Pair-Share activity to recognize any gaps in their understanding.

3. Students will utilize situational awareness and observational skills to focus upon a person who demonstrated the highlighted leadership trait at the school site. After writing their observations of the exemplified leadership 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 leadership trait. Students will write 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 “Wall of Fame” 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 be introduced to various California Penal Codes to cultivate a broader understanding of the world around them and to improve their personal safety. They will be exposed to crimes against people (robbery, sexual assault, child abuse), crimes against property (burglary, theft, vandalism), and school crimes (bullying, fighting, possession of drugs, weapons, or child pornography). Students will learn about law classifications (infraction, misdemeanor, or felony) and how the law classifications affect punishment. As a final project, students will participate in scenarios where they will determine what law(s) have been violated in hypothetical crime scenes.

Unit-2 Key Assignments

1. This assignment will closely follow the Think-Pair-Share concept to ensure equal collaboration. Two students will be assigned a law to research on the website [California Legislative Information Website](#). Students will document the law, summarize it in their own words, and write a short example of what the crime “looks” like in the real-world. Students will be paired with a partner to discuss their understanding, interpretation, and example of the law.

2. The same pair of students will conduct an internet search for a news article of a real-world example of their law. Students will summarize the incident documenting the elements of the crime. Using a Venn Diagram, the students will determine if the actions of the suspect (as documented in the article) match the codified criminal elements in the [California Legislative Information Website](#).
3. After cultivating an understanding of their assigned law, each pair will create a short presentation (multimedia, written report, or other approved work) that reflects what they discovered about their assigned law. Individual students will be assessed on the understanding of the law and presentation of the assigned law.

Unit-3 Overview: Actions taken at the outset of an investigation at a crime scene plays a pivotal role in the resolution of a case. Careful, thorough investigation is key to ensuring physical evidence is not tainted, destroyed, or overlooked. Students will be exposed to a variety of crime scene stories and from the perspective of a crime scene investigator students will search for and document clues, evidence, and witnesses. Students will sharpen their crime scene acumen through answering several questions related to the text. Eventually, students will have been walked through the process of a crime scene from initial response, documentation and evaluation of the scene, processing the scene, and completing and recording the crime.

Unit-3 Key Assignments

1. Utilizing the Forensic Science Reader Book, students will read several “Cold Cases.” Utilizing Socratic Seminar, the teacher will cultivate student self-discovery through critical thinking and problem-solving. Students will answer questions from the text and write a reflective analysis of what they learned.
2. After watching a documentary about an actual crime and subsequent investigation students will summarize the crime that occurred, document the evidence, and determine how the evidence supported the arrest of the suspect. From the documentary students will identify the chronological steps taken from arriving at the scene to completing and recording the crime scene.
3. Students will receive instruction on the process analyzing and lifting latent fingerprints. Students will experience making inked fingerprints, identifying fingerprint types, identifying surfaces where latent fingerprints can be found, and eventually dusting for and lifting latent fingerprints.

Unit-4 Overview: Students will become proficient in Red Cross First Aid, CPR (cardiopulmonary resuscitation) and basic first aid training, which meets the needs of law enforcement first responders. Students will learn about blood borne pathogens and how they are

spread, along with being able to protect oneself from exposure. Students will earn a certificate of completion from American Red Cross, and this document will be kept in their ongoing portfolio.

Unit-4 Key Assignments

1. Students will write Cornell notes on a PowerPoint presentation on C.P.R. & First Aid from American Red Cross. Students will create a poster illustrating the proper steps they should take to address different situations and the emergency care they may provide. Steps to be addressed may include Check-Call-Care, assessing the environment, assessing the victim, and providing care for the victim. These posters will be placed around high traffic areas on campus to educate the entire student body.
2. Students will be placed in hypothetical scenarios, where they need to assess a situation and respond appropriately and safely to treat their patient. This situation may include dragging a patient (a weighted dummy) from a dangerous situation to simulate the providing of care. Students will provide a physical demonstration of the knowledge gained during this unit. Other students observing will help by critiquing students' performance of skills to improve for the future. Industry professionals, to include law enforcement and E.M.S. personnel, will be invited to assist with evaluating students on this performance task.
3. Students will be assessed for knowledge and performance of CPR and basic first aid during practical scenarios.

Unit-5 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-5 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 utilize two-way electronic walkie-talkies during a simulated foot-pursuit. Students will use the walkie-talkies to communicate with police dispatchers and fellow police officers, description, location, and additional information related to the incident while pursuing the suspect on foot.
4. 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 emotions they are or may experience 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>

