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One Stop Shop For Educators

PROGRAM CONCENTRATION: Public Safety and Government
COURSE TITLE: Exploring Public Safety and Government Education – Sixth Grade

<u>COURSE DESCRIPTION:</u>
This course serves as an introduction to a variety of public safety and government related occupations. Students will focus on the various careers in public safety and government. They will complete studies in the Georgia Public Safety System, emergency management organization, major historical events in law and justice, corrections, the private public services sector, the armed forces and disaster response. Regardless of career their choice, the purpose of the course is to prepare students to be productive citizens.

Students will also receive real life insight from a variety of guest speakers and industry professionals, who will assist in the exploration of public safety. These professionals will give students insight on how to apply the techniques and strategies learned in class to real life. The class will survey each occupational field, study the requirements for the field, explore the associated training and responsibilities, and complete a journal or project on each career field.

<u>CRITICAL COMPONENTS:</u>

<u>MSPSG 6-1:</u> **Students will demonstrate basic knowledge of the Georgia Public Safety system and the roles of the various agencies.**

    a) Identify the various agencies that comprise the Georgia Public Safety System.
    b) Explain the role of various agencies in a public safety system.
    c) Illustrate the understanding of the duties of each agency in the completion of a disaster scenario.

<u>ACADEMIC STANDARDS:</u>

SS6CG1:   *The student will compare and contrast various forms of government.*
ELA6LSV1: *The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
ELA6R1:   *The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

<u>SAMPLE TASKS:</u>

- Draw a picture that would represent the various agencies and match them to the duties of the appropriate agency.
- Have a guest speaker visit your classroom to discuss and explain their career.
- Using presentation software assign a class project in which the class is divided into groups. The class is given a mock disaster, and each group is assigned an agency. Have each group present on the role of their group in the disaster.

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CRITICAL COMPONENTS:

MSPSG 6-2:   Students will express an understanding of the role of Emergency Services in Public Safety.

      a) Identify major roles and duties that Emergency Management Services play.
      b) Define jurisdiction and how it applies to emergency services.
      c) Identify career options in Emergency Management Service.

ACADEMIC STANDARDS:

SS6CG1:   *The student will compare and contrast various forms of government.*
ELA6LSV1: *The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
ELA6R1:   *The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

SAMPLE TASKS:

- Use www.oes.ga.gov to review the plans, information, and procedures for the state of Georgia. Then create a sample emergency for your school.
- Have a local firefighter speak to the students about the CERT program.
- Create an emergency plan for their homes. It should include a list of emergency numbers, evacuation routes, etc.

CRITICAL COMPONENTS:

MSPSG 6-3:   Students will identify various aspects of law enforcement.

      a) Discuss the history of law enforcement.
      b) Examine various career paths in law enforcement.
      c) Illustrate how the federal, state, and local law enforcement agencies interact.
      d) Distinguish between private and public enforcement.

ACADEMIC STANDARDS:

ELA6RC3:   *The student acquires new vocabulary in each content area and uses it correctly.*
ELA6W3:   *The student uses research and technology to support writing.*
SS6CG1:   *The student will compare and contrast various forms of government.*
ELA6LSV1: *The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

SAMPLE TASKS:

- Create a timeline illustrating the major historical events in law enforcement.
- Have a member of a law enforcement agency visit the class.
- Create a presentation focused on the federal, state, or local level of law enforcement.

CRITICAL COMPONENTS:

MSPSG 6-4:   Students will identify terms and concepts essential to the American court system.

- a) Distinguish between the two court systems.
- b) Explore various terms related to the court system.
- c) Identify career options in the court system.
- d) Create an opening statement.

ACADEMIC STANDARDS:

SS6CG1:   The student will compare and contrast various forms of government.
ELA6LSV1:   The student participates in student-to-teacher, student-to-student, and group verbal interactions.
ELA6R1:   The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Create a Venn diagram illustrating the two court systems and the type of cases each hears.
- Create a crossword puzzle using court system terms and definitions.
- Watch video on creating opening statements and have students create and deliver opening statements.
- Have a local attorney or judge visit the classroom.

CRITICAL COMPONENTS:

MSPSG 6-5:   Students will describe the correctional system.

- a) Discuss the history of corrections in America.
- b) Investigate new and innovative trends in corrections.
- c) Explore careers in corrections.

ACADEMIC STANDARDS:

SS6CG1:   The student will compare and contrast various forms of government.
ELA6LSV1:   The student participates in student-to-teacher, student-to-student, and group verbal interactions.
ELA6R1:   The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Create a timeline for the criminal justice system that will take a step by step walk through the system from arrest to punishment.
- Read new punishment concepts. Allow students to create a new unique form of punishment which should include a drawing, explanation and brief description.
- Have a guest speaker in the correctional field visit and speak to your class.

CRITICAL COMPONENTS:

MSPSG 6-6: Students will determine behavioral preferences and apply an appreciation of diversity to interpersonal situations.
    a.) Evaluate personal behaviors.
    b.) Identify personal behavior strengths and weaknesses.
    c.) Express appreciation for personal uniqueness.
    d.) Determine the factors that impact the behavior of others.
    e.) Select behaviors that promote success in a variety of situations.

ACADEMIC STANDARDS:

S6CS6:   *Students will communicate scientific ideas and activities clearly. Organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.*
M6A2:   *Students will consider relationships between varying quantities.*
M6D1:   *Students will pose questions, collect data, represent and analyze the data, and interpret results.*

SAMPLE TASKS:

- View the Winning Colors video, sort the winning colors to determine dominant color.
- Participate in or observe a role-playing activity.
- Use Winning Color Cards to play games (Flashcards, hangman, jigsaw, matching).
- Create a personal identity card describing yourself.
- View video titled "JROTC Today: Tomorrow's Leaders."
- View video titled "My Name is Drill."
- Use the Classroom Performance System to facilitate review questions and knowledge games.

CRITICAL COMPONENTS:

MSPSG 6-7: Students will identify how the JROTC program can impact their future.

    a) Explain the mission of the JROTC program.
    b) Identify the challenges in the JROTC program.
    c) Identify the opportunities of the JROTC program.
    d) Explain the difference between the three career paths available in the U.S. Armed Forces.
    e) Describe how to show respect for the U.S. flag.

ACADEMIC STANDARDS:

S6CS10:   Students will enhance reading in all curriculum areas by building vocabulary knowledge.
ELA6R2:   The student understands and acquires new vocabulary and uses it correctly in reading and writing.
ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SAMPLE TASKS:

- Use https://my.usarmyjrotc.com for research and overview.
- Participate in a debate adopting an 'affirmative' or 'negative' position concerning the JROTC program using predetermined guidelines.
- Students will develop a role-play scenario, rap, ballad, or product to describe the key points about the JROTC program and its purpose in education.
- Use http://www.myfuture.com to determine career and skill matches.
- Use the Classroom Performance System to facilitate review questions and knowledge games.
- View the video on flag folding; Student groups practice folding flag according to protocol.

CRITICAL COMPONENTS:

MSPSG 6-8:   Students will express an understanding of the role of protective services.

   a.)   Identify major roles that protective services play in public safety.
   b.)   Define jurisdiction and the authority of protective services.
   c.)   Identify career options in protective services.
   d.)   Identify key concepts of entrepreneurship.

ACADEMIC STANDARDS:

SS6CG1:   The student will compare and contrast various forms of protective services.
ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.
ELA6R1:   The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Have a guest speaker talk to the students about protective services, such as loss prevention officers, security officers, private probation, or bail bondsmen.
- Create a presentation using appropriate software that focuses on an area of protective services.

CRITICAL COMPONENTS:

MSPSG 6-9: Students will express an understanding of ethics and character development in the public safety professions.

a) Identify the code of ethics for the various careers in public safety.
b) Define confidentiality and how it applies to the various public safety careers.
c) Identify the concepts of character development.
d) Students will identify the various background checks that affect employment in the public safety professions.
e) Students will discuss various character traits such as honesty and loyalty.

ACADEMIC STANDARDS:

SS6CG1:   *The student will compare and contrast the code of ethics in the various fields of public safety.*
ELA6LSV1:   *The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
ELA6R1:   *The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

SAMPLE TASKS:

• Participate in a personality inventory.
• Participate in a learning style inventory.
• Create a graphic organizer or similar tool for character development.
• Complete a road map for success in career in public safety.
• Identify how the choices they make will affect employment options in a public safety profession.
• Compile the documents from various tasks into a career portfolio.

CRITICAL COMPONENTS:

MSPSG 6-10: Students will express an understanding of employability skills needed in the Public Safety professions.

a.) Identify the various employment skills needed for careers in public safety.
b.) Define confidentiality and how it applies to the various careers in public safety.
c.) Identify the technical skills needed in various public safety professions.
d.) Identify the post-secondary education needed in various public safety professions.

ACADEMIC STANDARDS:

SS6CG1:   *The student will discuss employability skills for the various professions in public safety.*

ELA6LSV1:   *The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

ELA6R1:   *The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

SAMPLE TASKS:

- Participate in a mock job interview.
- Participate in a learning style inventory.
- Create a graphic organizer or similar tool for character development.
- Compile the documents from the sample tasks into a career portfolio.

CRITICAL COMPONENTS:

MSPSG 6-11:   **Students will demonstrate a basic understanding of Skills USA.**

a) Diagram the relationship between members and the leadership.
b) Identify the leadership positions.
c) Evaluate behaviors to determine appropriate decorum for meetings.
d) Explain the purpose of Skills USA.

ACADEMIC STANDARDS:

ELA6LSV1:   *The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

SAMPLE TASKS:

- Participate in a Skills USA meeting.
- Participate in a committee meeting.
- Identify community needs that could be addressed through a community service project.
- Interview eighth grade leaders to learn how to become an active member.
- Research decorum and Robert Rules of Order.
- Visit the state and national Skills USA website.
- Observe school competitions.

READING STANDARD COMMENT

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of

discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context.*

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC. Students will enhance reading in all curriculum areas by:
 a. Reading in all curriculum areas.
  • Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  • Read both informational and fictional texts in a variety of genres and modes of discourse.
  • Read technical texts related to various subject areas.
 b. Discussing books.
  • Discuss messages and themes from books in all subject areas.
  • Respond to a variety of texts in multiple modes of discourse.
  • Relate messages and themes from one subject area to messages and themes in another area.
  • Evaluate the merit of texts in every subject discipline.
  • Examine author's purpose in writing.
  • Recognize the features of disciplinary texts.
 c. Building vocabulary knowledge.
  • Demonstrate an understanding of contextual vocabulary in various subjects.
  • Use content vocabulary in writing and speaking.
  • Explore understanding of new words found in subject area texts.
 d. Establishing context.
  • Explore life experiences related to subject area content.
  • Discuss in both writing and speaking how certain words are subject area related.
  • Determine strategies for finding content and contextual meaning for unknown words.

WRITING

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

CTAEW1: The student demonstrates competence in a variety of genres.

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

    a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
    b. Excludes extraneous and inappropriate information.
    c. Follows an organizational pattern appropriate to the type of composition.
    d. Applies rules of Standard English.

CTAEW2: The student uses research and technology to support writing. The student:

    a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
    b. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
    c. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
    d. Uses appropriate structures to ensure coherence (e.g., transition elements).
    e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
    f. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

CTAEW3: The student consistently uses the writing process to develop, revise, and evaluate writing. The student:

    a. Plans and drafts independently and resourcefully.
    b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
    c. Edits writing to improve word choice after checking the precision of the vocabulary.

ENTREPRENEURSHIP

MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.

    a. Define entrepreneurship.
    b. Identify and analyze characteristics of a successful entrepreneur.
    c. Identify the reasons for planning in entrepreneurial businesses.
    d. Discuss the entrepreneurial discovery processes.
    e. Assess global trends and opportunities.
    f. Determine opportunities for business creation.
    g. Generate ideas for business.
    h. Determine feasibility of ideas.
    i. Determine the major reasons for business failure.

ACADEMIC STANDARDS

ELA8W1:   The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
ELA8W3:   The student uses research and technology to support writing.

SSEF6: *The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.*

SSEIN1: *The student will explain why individuals, businesses and governments trade goods and services.*

MKT-EN-2: Explain the fundamental concepts of business ownership.

a. Determine the relationship of competition to our private, free enterprise system.
b. Explain the effects of competition on buyers and sellers.
c. Identify the common types of business ownership.
d. Compare and contrast the advantages and disadvantages of each type of ownership.
e. Explain relevant government regulations relating to the operation of a business.
f. Discuss the types of risks that businesses encounter.
g. Explain how businesses deal with the various types of risks.
h. Identify the market segment for the business.
i. Formulate a marketing mix designed to reach a specific market segment.
j. Utilize the marketing functions to determine the competitive advantage of the proposed business.

ACADEMIC STANDARDS

ELA8W1: *The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

ELA8W3: *The student uses research and technology to support writing.*

SSEF5: *The student will describe the roles of government in a market economy.*

CTAE FOUNDATION SKILLS

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

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CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.