

Implementation date
Fall 2009

PROGRAM CONCENTRATION:
CAREER PATHWAY:

Public Safety
Homeland Security and
Emergency Services
Homeland Security and
Emergency Services Internship

COURSE TITLE:

Prerequisites:

Homeland Security
Emergency Services
First Responder and Emergency Leadership

Course Description: This internship focuses on the development of homeland security and emergency service related skills and qualifications for employment within the specific internship. Internships help students build a strong knowledge base as they study in a variety of job environments related to careers in homeland security and emergency service. Mastery of these standards through project-based learning and leadership development activities will help prepare students with a competitive edge for post-secondary opportunities. The recommended course length is 150 contact hours with content focus areas indicated in the internship performance standards. Competencies for the student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards.

PS-HSESI-1. Students will recognize unsafe working conditions and maintain a safe working environment.

- a. Identify practices and policies that promote health and safety in the workplace.
- b. Describe appropriate responses to emergency situations.
- c. Investigate basic workplace safety.
- d. Investigate knowledge of basic workplace safety specific to work-study environment.

Academic Standards:

ELA12W3 The student uses research and technology to support writing.

ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SC5 Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst.

PS-HSESI-2. Students will demonstrate integration of work-based and school-based learning.

- a. Investigate career interests utilizing career assessment tools.
- b. Evaluate personal career preferences.
- c. Investigate personal career choices.
- d. Create a career plan to include post-secondary options.

Academic Standards:

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4 The student establishes a context for information acquired by reading across subject areas.

ELA10W3 The student uses research and technology to support writing.

PS-HSESI-3. Students will demonstrate integration of academic and vocational learning.

- a. Demonstrate knowledge of terms related to the specific area of employment.
- b. Demonstrate an in-depth knowledge of the formal functioning activities of the agency.
- c. Create a career portfolio.
- d. Develop employment records/references that will enhance employment opportunities.

Academic Standards:

ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

PS-HSESI-4. Students will demonstrate occupational skill attainment.

- a. Create a set number of goal(s) and provide supporting documentation to support proof of goal attainment.
- b. Create a reflection portfolio describing growth and ability.

- c. Revise and update career plan and resume.

Academic Standards:

ELA10RC4 The student establishes a context for information acquired by reading across subject areas.

ELA10W3 The student uses research and technology to support writing.

ELA12W1 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.

PS-HSESI-5. Students will determine appropriate behaviors in the homeland security or emergency services work environment that ensure success.

- a. Discuss appropriate response to praise, criticism, and anger.
- b. Discuss the benefits of complying with rules and regulations in the workplace.
- c. Analyze personal compliance with required workplace standards.
- d. Critique situations regarding effective employee attributes.
- e. Demonstrate appropriate interpersonal skills in the workplace.
- f. Demonstrate the professional expectations of workplace environment.

Academic Standard:

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

PS-HSESI-6. Students will develop a program that applies acquired homeland security and emergency service knowledge and abilities to resolve a community need.

- a. Identify specific concerns or needs about a component of the internship site.
- b. Collaborate with the supervising agency representative and construct possible solutions.
- c. Formalize a plan that combines all data, method of action, and expected outcomes.
- d. Devise methods of measuring successful outcomes.

Academic Standard:

ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

PS–HSESI-7. Students will perform all necessary duties of the selected internship in homeland security and emergency service.

- a. Explain policies and procedures governing the long-term objectives and day-to-day operations of the placement site.
- b. Assist agency personnel in completing appropriate and assigned duties.
- c. Verify successful integration of skills and knowledge through positive observations by instructor.
- d. Meet employer expectations with successful evaluations throughout the length of internship.

Academic Standard:

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage 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 grades 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.

CTAE-RC-1 Students will enhance reading in all curriculum areas by: 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.

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.

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.

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.

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.

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.