

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

LAW ENFORCEMENT & PUBLIC SAFETY ACADEMY

LEPS III HONORS

Grade Level: 12

Credits: 5

Course Code: 240350

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2015

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

Board of Education

Mr. Heshy Moses, President
Mrs. Jennifer Sutera, Vice President
Mr. Vincent Accettola
Mr. William Bruno
Mrs. Elizabeth Canario
Mr. Samuel Carollo
Mrs. Amy Fankhauser
Mrs. Kathie Lavin
Mr. Michael Messinger

Central Administration

Mr. Charles Sampson, Superintendent
Dr. Nicole Hazel, Chief Academic Officer
Dr. Jeffrey Moore, Director of Curriculum and Instruction
Ms. Stephanie Mechmann, Administrative Supervisor of Curriculum & Instruction
Dr. Nicole Santora, Administrative Supervisor of Curriculum & Instruction

Curriculum Writing Committee

Mr. Edward Wall

Supervisor

Ms. Michelle Lilley

240350: LEPS III HONORS

COURSE PHILOSOPHY

LEPS III Honors is the culminating course in the four-year sequence of the Law Enforcement and Public Safety Career Academy. By offering experiential activities and deeper considerations of the enduring issues in public safety and service, students will build upon their knowledge of government, civics, society and career choices, as well as their critical thinking, writing, team-building and decision-making skills. This course is unique in that it will further prepare students to identify a specific career choice, outline a roadmap for achieving career goals, and to have the confidence to compete with other applicants for positions in public service.

COURSE DESCRIPTION

LEPS III Honors is designed as the culminating course for the Law Enforcement and Public Safety Career Academy with the intent to synthesize the content, experiences and skills identified and reinforced in previous LEPS courses. Students will be engaged in self-reflection and career/college planning while earning certifications in more extensive public safety issues, engaged in relevant real-world situations that require critical, analytical and synthesizing skills as well as effective communication and cooperation skills, and engaged with numerous public safety professionals who will share their knowledge and skills and support students' academic and professional growth. There are six units of study, each building upon the previous unit with experiential learning opportunities. All unit goals and essential questions are directly linked to the standards prescribed in the New Jersey Career and Technical Education Standards and Common Core State Standards.

COURSE SUMMARY

COURSE GOALS

CG1: Students will be able to identify a career choice, formulate an educational and professional training plan, and produce a professional portfolio to assist in gaining employment.

CG2: Students will apply the specific law enforcement, firefighting and emergency strategies and skills in order to protect themselves, others, and evidence when responding to emergency or volatile situations.

CG3: Students will earn professional certifications so they will be able to effectively assess and analyze emergency situations and make appropriate decisions in those situations.

COURSE ENDURING UNDERSTANDINGS

CEU1: There are endless career opportunities within the law enforcement and public safety fields, many of which require degrees and knowledge in fields seemingly unrelated to police, emergency services and firefighting.

CEU2: Not following specific strategies and protocols when responding to emergencies can lead to injury, loss of lives, loss of evidence, or criminal actions.

CEU3: To effectively respond to emergency situations and maintain public safety, one must apply the various skills and tools used by law enforcement, fire fighters and emergency personnel.

COURSE ESSENTIAL QUESTIONS

CEQ1a: How do I determine the best career path?

CEQ1b: What can I do to make myself the best candidate for a position?

CEQ2a: What could happen if you don't follow the safety strategies and protocols outlined by the agency?

CEQ2b: How can I balance the legal responsibilities of the job and my moral judgment/beliefs in circumstances of life and death?

CEQ3a: How do I determine the proper skills and tools based on the emergency at hand?

CEQ3b: Why is it necessary to self-reflect? How can I learn from the emergencies I respond to?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
1: College and Career Preparation	Students will transfer their understanding of law enforcement, firefighting and public safety career options to design and carry out a personal career and educational plan in order to obtain a job in the career path they have chosen.	2-3 weeks
2: Equipment and Skills	Students will transfer their understanding of police, firefighting, and public safety tactical skills to assess the situation and respond appropriately while adhering to the department guidelines, policies, and laws.	6-8 weeks
3: Incident Command In Practice	Students will establish and lead a simulated command center to address natural or manmade disasters regardless of scope and depth.	1-2 weeks
4: HAZMAT	Students will effectively lead an emergency response effort in which they identify and contain hazardous materials, secure the scene, warn the public, and notify the proper agency for disposal and clean-up.	5-7 weeks
5: CBRNE	Students will transfer their understanding of chemical, biological, radiological, nuclear, and explosive conditions to identify cause of the situation, secure the scene, warn the public and notify the additional local, state, regional and federal agencies for response.	5-7 weeks
6: Self-Assessment and Flexible Learning	Students will be able to transfer their understanding of their overall LEPS learning experiences to assess their professional skills in relation to their future plans, identify strengths and weaknesses in certifications, and take steps to close those gaps.	5 weeks

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will transfer their understanding of law enforcement, firefighting and public safety career options to design and carry out a personal career and educational plan in order to obtain a job in the career path they have chosen.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can identify economic conditions and societal changes that might positively or negatively impact personal plans and adjust accordingly.
3	The student can: <ul style="list-style-type: none"> • identify personal academic and career goals; • assess personal strengths and weaknesses; • create a resume based on personal/professional strengths; • research and identify possible routes for achieving academic and career goals; • identify gaps in their skills and long term goals; • create an action plan using SMART goals to guide student growth.
2	The student can complete all score 3 performances with minor mistakes.
1	The student needs assistance in order to reach the learning goal.
0	Even with help, the student does not exhibit understanding of how to prepare for a career in law enforcement and public safety.

ENDURING UNDERSTANDINGS

CEU1: There are endless career opportunities within the law enforcement and public safety fields, many of which require degrees and knowledge in fields seemingly unrelated to police, emergency services and firefighting.

ESSENTIAL QUESTIONS

CEQ1a: How do I determine the best career path?
CEQ1b: What can I do to make myself the best candidate for a position?

NJCCCS & COMMON CORE STANDARDS**NJCCCS:**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.
- 9.3.LW-EFM.8 Compare and contrast the different career fields in fire and emergency management services.






CCSS:

- 11-12.WHST.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
9.2.12.C.1, 2, 3 11-12.WHST.1D, 4, 5, 6 DOK 4	Students will create a personal and academic plan which utilizes SMART goals to guide their decisions as they prepare for their careers. Students will conduct a self-analysis and research job requirements. This personal and academic plan will be re-assessed at the end of the course.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will research subfields in law enforcement and public safety to create a data sheet for a position that they are interested in. This information will be placed in a binder for future reference and revision.</p> <p> This can be done in groups or individually. Students can create flow charts with a basic summary or they can create Wikipedia type entries.</p> <p> Students can use Google searches/government searches to identify key elements of assignment. Students can use graphic tools to create the flow chart icons/graphics. They can design a web site specific for entering research data. Students can use email to contact government officials for advice on jobs, etc.</p>	<p>Subfields within law enforcement and public safety (specific fields are constantly evolving) careers</p> <ul style="list-style-type: none"> • description • education requirements • job routes • societal needs 	<p>Writing skills:</p> <ul style="list-style-type: none"> • Formal style • Organized with required information from project • Accurate explanation for a specific audience <p>DOK 2</p>
<p>Students will review, evaluate and synthesize each other's resume packets from the past three years and construct a resume or portfolio.</p> <p> Students can modify the focus of their resume: college, professional employment, service, or military.</p> <p> Students can use online resume templates or create video resumes.</p>	<p>List activities, events, field trips, presentations, contacts, certifications from last three years in LEPS. This is self-defined.</p>	<p>Writing skills:</p> <ul style="list-style-type: none"> • Formal resume style • Organized topically and chronologically • Identify goals for the specific task of employment, college application or service training <p>DOK 2</p>
<p>Students will assess their skills and create a list of strengths and weaknesses, and identify options they have for the rest of the year.</p> <p> Focus on student goals based on personal needs: financial, academic, professional.</p>	<p>Personal knowledge of skills:</p> <ul style="list-style-type: none"> • academic • work ethic • self-discipline 	<p>Identify important issues that remain unresolved</p> <p>Attend to any gaps or inconsistencies</p> <p>DOK 2, 3</p>

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will transfer their understanding of police, firefighting, and public safety tactical skills to assess the situation and respond appropriately while adhering to the department guidelines, policies, and laws.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can analyze a scenario or engage in peer review of another's response actions and defend the actions when formally challenged about policy and procedure.
3	The student can: <ul style="list-style-type: none"> • assess/evaluate the scene and identify the dangers within a situation; • apply department policies and procedures to given situations ; • properly use of emergency equipment such as handcuffs, batons, fire equipment, etc.; • demonstrate the ability to don fire equipment within two (2) minutes; • explain the proper maintenance of equipment.
2	The student can complete all score 3 performances with minor mistakes.
1	The student needs assistance in order to reach the learning goal.
0	Even with help, the student does not exhibit understanding of level 3.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU2: Not following specific strategies and protocols when responding to emergencies can lead to injury, loss of lives, loss of evidence, or criminal actions.

CEQ2a: What could happen if you don't follow the safety strategies and protocols outlined by the agency?
CEQ2b: How can I balance the legal responsibilities of the job and my moral judgment/beliefs in circumstances of life and death?

CEU3: To effectively respond to emergency situations and maintain public safety, one must apply the various skills and tools used by law enforcement, fire fighters and emergency personnel.

CEQ3a: How do I determine the proper skills and tools based on the emergency at hand?
CEQ3b: Why is it necessary to self-reflect? How can I learn from the emergencies I respond to?

NJCCCS & COMMON CORE STANDARDS**NJCCCS:**

9.3.LW-EFM.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) while utilizing communications equipment and platforms common to emergency and fire management services.

9.3.LW-EFM.3 Utilize up-to-date technology equipment and applications to facilitate the management of emergency and fire management situations.

9.3.LW-EFM.5 Execute safety procedures and protocols associated with local, state and federal regulations.

9.3.LW-EFM.7 Describe the legal, regulatory and organizational guidelines governing emergency and fire management services.

9.3.LW-EFM.10 Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.

9.3.LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.

9.3.LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.

9.3.LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.

NJCCCS & COMMON CORE STANDARDS

9.3.LW-SEC.1 Demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.

9.3.LW-SEC.3 Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.

CCSS:

11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

11-12.RST. 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

11-12.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.




11-12.WHST.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

11-12.WHST.1.B Develop claims(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
9.3.LW-EFM.1, 3, 5, 7, 10 9.3.LW-ENF.1, 5, 6 9.3.LW-SEC.1, 3 11-12.RST.2, 7, 8 11-12.WHST.1b, 7 DOK 4	Serving as a member of a professional review panel, students will evaluate a current event/case study related to police procedures, firefighting tactics, or security threats and determine if: <ul style="list-style-type: none"> • procedures and policies were followed; • there was a mistake at any point in the response; • equipment was properly used; • legal action must be taken; • changes must be made.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will model and practice the proper use and maintenance of equipment.</p> <p> The scenarios can be changed to meet student interests. Extended time may be provided.</p> <p> Record student practice with equipment, then review the recording to evaluate proper technique.</p>	<p>emergency equipment maintenance of emergency equipment and reasons for maintenance proper implementation when using emergency equipment</p>	<p>Proper techniques and uses for: handcuffing, batons, motor vehicle stops, donning fire equipment, emergency response procedures</p> <p>DOK 2</p>
<p>Students will apply their knowledge of laws to identify what incident they are facing (burglary, murder, motor vehicle accident, etc.), establish their response according to department and government policies and procedures, and justify those steps.</p> <p> The scenarios can be adjusted according to student interests. If a student or group of students want to be police officers their scenario will focus on policing. If a student or group of students want to be fire fighters their scenario will focus on fire. The teacher can add actions/environmental changes to challenge students and spark further consideration. Teacher can invite a professional to speak with groups and assess their decisions and justifications, providing clarification as necessary.</p>	<p>department policies Law Title 2C (criminal code) Law Title 39 (traffic code) town codes emergency response steps</p>	<p>Strategic & extended thinking skills:</p> <ul style="list-style-type: none"> • Develop a logical argument • Cite evidence • Design • Prove • Critique <p>First responder procedures</p> <p>DOK 3</p>

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will establish and lead a simulated command center to address natural or manmade disasters regardless of scope and depth.

UNIT LEARNING SCALE

4	In addition to score 3 performances the student can: <ul style="list-style-type: none"> connect moral dilemmas one might face during emergencies and reconcile them with protocol; examine past responses such as that of the 9/11 terrorist attack and identify areas in need of improvement for a more efficient response protocol.
3	The student can: <ul style="list-style-type: none"> assess a situation; set up a command post and staging area following proper safety procedures and protocols; assign personnel to specific roles within a command post; defend decisions during debriefing exercises; emphasizing procedure, protocol and legal responsibilities; adjust actions as situations change; demonstrate leadership and effective communication skills amongst personnel and a culturally diverse public.
2	The student can complete all score 3 performances with minor mistakes.
1	The student needs assistance in order to reach the learning goal.
0	Even with help, the student does not exhibit understanding.

ENDURING UNDERSTANDINGS

CEU2: Not following specific strategies and protocols when responding to emergencies can lead to injury, loss of lives, loss of evidence, or criminal actions.

CEU3: To effectively respond to emergency situations and maintain public safety, one must apply the various skills and tools used by law enforcement, fire fighters and emergency personnel.

ESSENTIAL QUESTIONS

CEQ2a: What could happen if you don't follow the safety strategies and protocols outlined by the agency?

CEQ2b: How can I balance the legal responsibilities of the job and my moral judgment/beliefs in circumstances of life and death?

CEQ3a: How do I determine the proper skills and tools based on the emergency at hand?

CEQ3b: Why is it necessary to self-reflect? How can I learn from the emergencies I respond to?

NJCCCS & COMMON CORE STANDARDS**NJCCCS**

9.3.LW-EFM.2 Manage an incident scene as the first responder using emergency response skills.

9.3.LW-EFM.4 Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services.

9.3.LW-EFM.5 Execute safety procedures and protocols associated with local, state and federal regulations.

9.3.LW-EFM.7 Describe the legal, regulatory and organizational guidelines governing emergency and fire management services.

9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.

9.3.LW-EFM.11 Implement an appropriate Incident Command System to effectively manage an incident scene.

9.3.LW-EFM.13 Implement public relations plans to enhance public awareness and safety in fire and emergency situations.

9.3.LW-EFM.14 Describe the elements and issues involved in using the preparedness and response systems available to manage large-scale disasters.

9.3.LW-EFM.15 Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters.

NJCCCS & COMMON CORE STANDARDS







- 9.3.LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
- 9.3.LW-ENF.2 Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.
- 9.3.LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.
- 9.3.LW-ENF.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
- 9.3.LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.
- 9.3. -SEC.1 Demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.
- 9.3.LW-SEC.13 Explain the duties of security and protective services personnel in terrorism, homeland security and disaster preparedness.

CCSS

- 11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- 11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 11-12.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- 11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.
- 11-12.WHST.1 Write arguments focused on discipline-specific content.
- 11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
9.3.LW-EFM.2, 4, 5, 7, 9 9.3.LW-EFM.11, 13, 14, 15 9.3.LW-ENF.1, 2, 8, 11 9.3.SEC-1 11-12.RST.3, 7, 8, 9 11-12.WHST.1, 7, 9 DOK 4	After attending a field trip to the 9-11 Memorial Museum and interviewing those who were first responders, students will assess the actions taken by the first responders/service organizations and evaluate the effectiveness of said actions. Students will consider the moral and ethical dilemmas faced by first responders and weigh them against protocol. Ultimately, students will devise a plan for responding to a critical emergency in a given area of New Jersey.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will review the purpose of and steps for setting up a command center and will identify areas that may conflict with moral or ethical standards.</p> <p> Students can take on different roles of a command center to discuss sample incidents and the moral dilemmas faced by first responders.</p> <p> Specific equipment used by first responders will be utilized to address emergency situations. Tabletop technologies/sand tables can be used demonstrate and plan for response execution.</p>	<p>types of emergencies Incident Command System (ICS) ICS Organization commander posts/sections communication responsibilities</p>	<p>How to set up an Incident Command Post (ICP):</p> <ul style="list-style-type: none"> • Investigation • Designing a ICP • Problem-solving • Decision making • Communication <p>DOK 3</p>
<p>Students will be assigned a role and given a scenario which requires them to work as a team to set up a command post and staging area, communicating amongst team members and problem-solving as the situation shifts.</p> <p> Provide different scenarios: natural disasters, fires, accidents, hostage situations. Assign different roles to students during each scenario.</p> <p> Specific equipment used by first responders will be utilized to address emergency situations. Tabletop technologies/sand tables can be used demonstrate and plan For response execution.</p>	<p>steps of implementing an ICP service organizations available to respond Emergency Operations Plan (EOP)</p>	<p>Describing incident</p> <p>Executing ICS protocol</p> <p>Managing ICP</p> <p>Managing multiple emergency response agencies simultaneously</p> <p>DOK 3</p>
<p>After engaging in various scenarios (see above) students will participate in review panels, questioning the actions of the Incident Commander and subsequent assistants. The Incident Commander and assistants must be able to defend their decisions and actions.</p> <p> Assign questions and/or responses within the review panel and Incident Commander and assistants. Invite public service leaders to stand as the review panel.</p> <p> Tabletop technologies/sand tables can be used demonstrate and plan for response execution.</p>	<p>local, state and federal law roles of ICS managers severity of emergency situation</p>	<p>Reflect upon and assess strengths and weaknesses of response</p> <p>Defend/justify decision process</p> <p>Strategize alternative responses for future emergencies of similar levels</p> <p>DOK 3</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will effectively lead an emergency response effort in which they identify and contain hazardous materials, secure the scene, warn the public, and notify the proper agency for disposal and clean-up.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can extend their skills to respond to multiple hazards simultaneously.
3	The student can: <ul style="list-style-type: none"> • attend HAZMAT training classes and pass the test in order to earn their HAZMAT certification; • utilize incident command skills; • apply HAZMAT procedures and protocol to a scenario; • demonstrate effective leadership and communication skills.
2	The student can complete all score 3 performances with minor mistakes.
1	The student needs assistance in order to reach the learning goal.
0	Even with help, the student does not earn the HAZMAT certification.

ENDURING UNDERSTANDINGS

CEU2: Not following specific strategies and protocols when responding to emergencies can lead to injury, loss of lives, loss of evidence, or criminal actions.

CEU3: To effectively respond to emergency situations and maintain public safety, one must apply the various skills and tools used by law enforcement, fire fighters and emergency personnel.

ESSENTIAL QUESTIONS

CEQ2a: What could happen if you don't follow the safety strategies and protocols outlined by the agency?

CEQ2b: How can I balance the legal responsibilities of the job and my moral judgment/beliefs in circumstances of life and death?

CEQ3a: How do I determine the proper skills and tools based on the emergency at hand?

CEQ3b: Why is it necessary to self-reflect? How can I learn from the emergencies I respond to?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:

- 9.3.LW-EFM.2 Manage an incident scene as the first responder using emergency response skills.
- 9.3.LW-EFM.4 Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services.
- 9.3.LW-EFM.5 Execute safety procedures and protocols associated with local, state and federal regulations.
- 9.3.LW-EFM.7 Describe the legal, regulatory and organizational guidelines governing emergency and fire management services.
- 9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
- 9.3.LW-EFM.11 Implement an appropriate Incident Command System to effectively manage an incident scene.
- 9.3.LW-EFM.13 Implement public relations plans to enhance public awareness and safety in fire and emergency situations.
- 9.3.LW-EFM.14 Describe the elements and issues involved in using the preparedness and response systems available to manage large-scale disasters.
- 9.3.LW-EFM.15 Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters.
- 9.3.LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
- 9.3.LW-ENF.2 Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.
- 9.3.LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.




NJCCCS & COMMON CORE STANDARDS

- 9.3.LW-ENF.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
- 9.3.LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.
- 9.3.LW-SEC.1 Demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.
- 9.3.LW-SEC.13 Explain the duties of security and protective services personnel in terrorism, homeland security and disaster preparedness.



- CCSS:**
- 11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- 11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 11-12.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
9.3.LW-EFM.2, 4, 5, 7, 9, 11, 13, 14, 15 9.3.LW-ENF.1, 2, 8, 11 9.3.SEC-1 11.12-RST.3, 10 DOK 3	Students will complete the NJ HAZMAT certification examination in order to earn their formal certification.
9.3.LW-EFM.2, 4, 5, 7, 9 9.3.LW-EFM.11, 13, 14, 15 9.3.LW-ENF.1, 2, 8, 11 9.3.SEC-1 11.12-RST.7, 8 DOK 4	Students will apply their table top and debriefing exercises to a multi-layered new HAZMAT scenario which requires them to work as a team to apply the skills and knowledge to set up a command post and staging area for a HAZMAT situation, communicating amongst team members and problem-solving as the situation shifts.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will complete observation exercises and risk assessment assignments which require them to identify an item that is missing from the classroom daily and keep a daily journal of risks they encounter each day.</p> <p> Ask parents to get involved by changing or removing an item from a room in the house (homework).</p>	<p>types of risks strategies for observing: listening, seeing, feeling importance of observation skills</p>	<p>Observational skills</p> <p>DOK 2</p>
<p>Students will complete the HAZMAT course provided by an instructor from the Monmouth County Fire Academy.</p>	<p>Incident Command System roles within a HAZMAT situation types of chemicals types of exposure MSDS Emergency Response Guidebook (ERG) levels of protection levels of control special foams defensive actions against exposure types of contamination</p>	<p>Follow precisely a complex multistep procedure when performing technical tasks</p> <p>Execute safety procedures and protocols</p> <p>Explain the appropriate techniques for managing crisis situations in order to maintain public safety.</p> <p>DOK 3</p>
<p>Students will examine cases in which hazardous materials are problematic and design an appropriate Incident Command System to manage said crises. Give students a scenario and “incorrect” steps for responding. Have students identify what is wrong and argue why it is wrong.</p> <p> Provide a variety of scenarios with different hazardous materials, locations, exposure rates, populations, etc. Put students in different groups or provide different roles/organizations. Ask a science teacher to be a guest speaker to discuss topics covered in scenarios.</p> <p> Use Google Earth to identify areas being impacted, weather websites to assess immediate weather threats, etc.</p>	<p>Incident Command System roles within a HAZMAT situation types of chemicals types of exposure MSDS Emergency Response Guidebook (ERG) levels of protection levels of control special foams defensive actions against exposure types of contamination</p>	<p>Work collaboratively to identify risks</p> <p>Utilize skills from ICS and HAZMAT training to resolve public threat/emergency</p> <p>Employ verbal communication techniques to deliver messages to a diverse public population</p> <p>DOK 3</p>

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p data-bbox="136 284 210 365"></p> <p data-bbox="226 276 1081 337">Students will complete FEMA’s free online courses to support and extend their HAZMAT Training and refine their Incident Command knowledge.</p> <p data-bbox="325 373 982 467">COMET IS-324.A Community Hurricane Preparedness Course FEMA IS-700.A NIMS: An Introduction FEMA IS-362.A Multi-Hazard Emergency Planning for Schools</p> <p data-bbox="136 487 210 560"></p> <p data-bbox="226 503 1092 532">Students can choose the course(s) they want to take based upon their interests.</p>	<p data-bbox="1150 276 1501 305">contingent upon student choice</p>	<p data-bbox="1528 276 1995 370">Read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently</p> <p data-bbox="1528 406 1606 435">DOK 2</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will transfer their understanding of chemical, biological, radiological, nuclear, and explosive conditions to identify cause of the situation, secure the scene, warn the public and notify the additional local, state, regional and federal agencies for response.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can extend skills and knowledge to simultaneous developments within the same emergency.
3	The student can: <ul style="list-style-type: none"> • attend CBRNE training classes and pass the test in order to earn their CBRNE certification; • utilize incident command skills and HAZMAT knowledge; • apply CBRNE procedures and protocol to a scenario; • demonstrate effective leadership and communication skills.
2	The student can complete all score 3 performances with minor mistakes.
1	The student needs assistance in order to reach the learning goal.
0	Even with help, the student cannot earn a CBRNE certification.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU2: Not following specific strategies and protocols when responding to emergencies can lead to injury, loss of lives, loss of evidence, or criminal actions.	CEQ2a: What could happen if you don't follow the safety strategies and protocols outlined by the agency? CEQ2b: How can I balance the legal responsibilities of the job and my moral judgment/beliefs in circumstances of life and death?
CEU3: To effectively respond to emergency situations and maintain public safety, one must apply the various skills and tools used by law enforcement, fire fighters and emergency personnel.	CEQ3a: How do I determine the proper skills and tools based on the emergency at hand? CEQ3b: Why is it necessary to self-reflect? How can I learn from the emergencies I respond to?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:

- 9.3.LW-EFM.12 Use common codes and icons to properly handle and transport potentially hazardous substances in fire and medical emergency scenes.
- 9.3.LW-EFM.13 Implement public relations plans to enhance public awareness and safety in fire and emergency situations.
- 9.3.LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
- 9.3.LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.
- 9.3.LW-ENF.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
- 9.3.LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.
- 9.3. -SEC.1 Demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.
- 9.3.LW-SEC.13 Explain the duties of security and protective services personnel in terrorism, homeland security and disaster preparedness.



NJCCCS & COMMON CORE STANDARDS




CCSS:
 11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
 11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
 11-12.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
 11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

COMMON ASSESSMENT


ALIGNMENT	DESCRIPTION
9.3.LW-EFM.12, 13 9.3.LW-ENF.1, 5, 8, 11 9.3.SEC-1 11-12.RST.3, 10 DOK 2	Students will complete the NJ CBRNE Certification examination.
9.3.LW-EFM.12, 13 9.3.LW-ENF.1, 5, 8, 11 9.3.SEC-1 11-12.RST.3, 7, 8	Students will engage in an OUTBREAK ALERT simulation, which will require them to use their training to counter terrorist actions aimed at destroying crucial infrastructure using a biological weapon.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will be able to conduct research on basic germ transmission and consider the ramifications for an outbreak on the infrastructure and create a public service announcement.</p> <p> Students can work in groups, research different types of germs/illnesses. Students can be assigned different roles (mayor/governor, public information officer, subject matter expert, reporter) and report out via a press conference.</p> <p> Students can use social media to get the public service message to the public.</p>	germ transmission Centers for Disease Control botulinum symptoms of exposure critical infrastructure social media outlets	<p>Conduct short and sustained research to:</p> <ul style="list-style-type: none"> answer a question or solve a problem synthesize multiple sources on a subject demonstrate understanding of the subject under investigation <p>Draw evidence from informational text to support research</p> <p>DOK 2, 3</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>After listening to a presentation on Hazardous Materials Awareness given by the Office of Emergency Management or a local fire fighter, students will identify the hazards in school, at work, at home or in the general public, and create a Toxin Fact Sheet.</p>	<p>Office of Emergency Management components of critical infrastructure steps in disaster planning</p>	<p>Produce clear and coherent writing in which the organization, style, and development are appropriate to task, purpose, and audience</p> <p>Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving any conflicting information</p> <p>DOK 2, 3</p>
<p>Students can watch a movie such as <i>Contagion</i> (2011) to analyze the events of an evolving biological terrorist attack and relate those events to emergency management and homeland security practices.</p> <p> Students can work independently or in groups to determine: what went well, what did not go well, how could things have been done differently?</p>	<p>Centers for Disease Control Office of Emergency Management Incident Command Systems HAZMAT certification CBRNE certification</p>	<p>Corroborate or challenge the conclusions with other sources of information</p> <p>Identify important issues that remain unresolved</p> <p>DOK 2</p>
<p>After being given a scenario, students can participate in the design of a Medication Distribution Plan.</p> <p> Change disease, location, distribution sites. Infuse ethical issues related to government control over bodies via vaccinations, freedoms, public safety. Change roles, work independently or in groups.</p> <p> Design strategies for notifying the public via social media of the dangers of the disease and the location of the distribution site(s).</p>	<p>Stafford Law Homeland Security equipment options and uses clinic layouts security strategies crowd management strategies</p>	<p>Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving any conflicting information</p> <p>Write informative/explanatory texts that develop a topic with significant facts appropriate to the audience's knowledge</p> <p>Include multimedia in written informative/explanatory texts in order to aid in the comprehension of the material presented</p> <p>DOK 2, 3</p>

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
 <p>Students will complete FEMA’s free online courses to support and extend their training and refine their knowledge.</p> <ul style="list-style-type: none">FEMA IS-55.A Household Hazardous Materials—A Guide for CitizensFEMA IS-42 Social Media in Emergency ManagementFEMA IS-520 Introduction to Continuity of Operations Planning for Pandemic InfluenzasFEMA IS-208.A State Disaster ManagementFEMA IS-5.A An Introduction to Hazardous Materials	contingent upon student choice	Read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently DOK 2

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will be able to transfer their understanding of their overall LEPS learning experiences to assess their professional skills in relation to their future plans, identify strengths and weaknesses in certifications, and take steps to close those gaps.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student secures an internship or a job in their chosen field or commits to an academy, college and/or military path with an emphasis on law enforcement and public safety.
3	The student can: <ul style="list-style-type: none"> analyze progress towards their academic and personal plans; identify gaps and use available resources to assist in closing gaps; earn certifications via online courses; explain their SLE and online course experiences and their impact on their goals; present their analysis and reflections to the class; practice interview skills.
2	The student can complete all score 3 performances with minor mistakes.
1	The student needs assistance in order to reach the learning goal.
0	Even with help, the student does not exhibit understanding in career preparation or goal setting.

ENDURING UNDERSTANDINGS

CEU1: There are endless career opportunities within the law enforcement and public safety fields, many of which require degrees and knowledge in fields seemingly unrelated to police, emergency services and firefighting.

ESSENTIAL QUESTIONS

CEQ1a: How do I determine the best career path?
CEQ1b: What can I do to make myself the best candidate for a position?

NJCCCS & COMMON CORE STANDARDS**NJCCCS:**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.






CCSS:

- 11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.
- 11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
9.2.12.C.1, 2, 3 DOK 3-4	<p>Students will address the following elements in practice professional interview given by a public safety worker:</p> <ul style="list-style-type: none"> • their career/college plan; • the gaps they identified at the beginning of the year and at the beginning of this unit; • the steps they took to close the gaps, what gaps still exist, and their plans for those gaps; • the impact of the SLE and online courses on their career/college plan; • one demonstration of a skill they learned.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will re-examine their Unit 1 goals, identify areas where gaps still exist and identify a 2-3 week plan for closing the gaps by taking online FEMA courses.</p> <p> Students can choose the courses that fit their needs.</p> <p> FEMA offers hundreds of free online courses from which students can choose. Students who are volunteer fire fighters, EMT's, etc. may take courses available based upon their NJLearn identification number. This is state-based course work.</p>	<p>occupational expectations and skills dependent upon student choice in course work</p>	<p>Develop and strengthen writing by planning, revising, editing and re-writing</p> <p>Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose</p> <p>DOK 3</p>
<p> Students will complete 1-2 FEMA online courses identified in the first activity or prepare for the Chief's or Civil Service Examination via online training resources.</p> <p> Students choose the courses they need or desire.</p>	<p>dependent upon student choice in course work</p>	<p>Read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently</p> <p>DOK 2</p>
<p>Students will revise the resumes they created in Unit 1 by annotating their information in preparation for a professional interview.</p> <p> Students can conduct peer interviews by asking questions that will help the interviewee clarify his or her answers and determine which components should be highlighted.</p>	<p>cumulative based upon all experiences in LEPS Academy</p>	<p>Develop and strengthen writing by planning, revising, editing and re-writing</p> <p>Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose</p> <p>DOK 3</p>