



TENNESSEE DEPARTMENT OF

EDUCATION

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Emergency Preparedness

Primary Career Cluster:	Health Science <u>Law, Public Safety, Corrections & Security</u>
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science or Law, and Public Safety, <u>Corrections & Security</u> courses.
Programs of Study and Sequence:	Depending on the pathway, this course can be taken as the first or second course in the <i>Public Health, Emergency Services, and Fire Management Services</i> programs of study.
Necessary Equipment:	Mannequins for CPR, First Aid supplies, emergency move supplies and equipment, CERT kit supplies
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org Amanda Hodges, (615) 532-6270, Amanda.Hodges@tn.gov SkillsUSA: http://www.tnskillsusa.com/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known statewide dual credit/dual enrollment opportunities for this course. If interested in developing <u>establishing a local opportunity</u> , reach out to a your local postsecondary institution to establish an articulation agreement .
Teacher Endorsement(s):	577, 590, 751
Required Teacher Certifications/Training:	Teachers must be Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) certified
Teacher Resources:	http://www.tn.gov/education/cte/HealthScience.shtml http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Course Description

Emergency Preparedness provides an overview of the involvement of public safety professionals and healthcare professionals in the response to various natural and unnatural emergencies. Upon completion of this course, a proficient student will be able to identify the magnitude of a natural or unnatural disaster and its effects on the many facets of communities. This course equips students with the skills and knowledge surrounding a Community Emergency Response Team (CERT) and teaches them how to apply those skills in a mock disaster scenario. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This course is the first course in the *Public Health and Emergency Services* programs of study and the second course in the *Fire Management Services* and *Public Safety and Security* programs of study. For more information on the benefits and requirements of implementing these programs in full, please see the program of study description documents found on the Health Science or Law, Public Safety, Corrections and Security websites:

- <http://www.tn.gov/education/cte/HealthScience.shtml>
- <http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>

Course Standards

Disasters and Emergency Preparedness

- 1) Define the features of a disaster. Differentiate among environmental/natural disasters, acts of terrorism, and technological hazards, citing real-life examples found in news media, and describe how each impacts the health and stability of communities. Accurately identify appropriate local, state and national agencies that could respond in each type of disaster. (TN CCSS Reading 2, 5, 9; TN CCSS Writing 4, 8, 9)
- 2) Identify the most common disasters in Tennessee and compare those findings with the prevalence of similar disasters nationwide. Prepare an informational artifact or graphic illustration** to share information associated with preparing for the disaster, hazards common to the disaster, and associated dangers to first responders and other community agency employees. Develop a family disaster plan with evacuation strategies, available community assistance, and provisions for the care of pets and livestock. (TN CCSS Reading 9; TN CCSS Writing 4, 9)
- 3) Articulate important historical events and milestones (such as the creation of the Department of Homeland Security) impacting evolution of present-day emergency preparedness systems in the United States. Use a timeline or other graphic to illustrate the major developments from the colonial period to today, citing specific textual evidence from research. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 9)
- 4) Using federal, state and local government websites, research the statues, laws, and regulations related to emergency preparedness. Describe the hierarchy of those regulations in relation to the agencies and populations they govern, citing specific textual evidence from research. (TN CCSS Reading 1, 2, 5; TN CCSS Writing 4, 8)



- 5) Create a public service announcement, community education portfolio, presentation, fact sheet series, or guidebook for citizens of the local community that describes important steps to prepare for a disaster. Topics should include, but are not limited to:
- Identifying community laws and policies
 - Understanding community alerts and warning systems
 - Establishing priorities accurately
 - Devising a communication plan involving community members, local private and public agencies, healthcare facilities, local HAM radio clubs, and emergency agencies
 - Locating available resources
 - Recognizing the characteristics and potential consequences of safety hazards
 - Developing an evacuation plan
 - Outlining components of practice drills
 - Describing process of “sheltering in place”
- (TN CCSS Reading 2; TN CCSS Writing 4)

Emergency Response Organizations and Personnel

- 6) Compile a list of federal, state, and local government and civilian response agencies and organizations involved in disaster response (such as Medical Reserve Corp and Federal Emergency Management Agency). Analyze the structure of the relationships among organizations and describe how each organization operates when responding to disasters. Accurately describe Incident Command Systems and how they coordinate relief efforts within and between agencies. (TN CCSS Reading 2, 5; TN CCSS Writing 4, 8, 9)
- 7) Research local and state agency information to determine how civilians can participate in disaster response. Produce a Public Service Announcement explaining the ways civilians can be involved, including detailed information on the emergency response training required, such as First Aid, Cardiopulmonary Resuscitation (CPR), Community Emergency Response Team (CERT), and others. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 9)

Hazard Identification/Control

- 8) Describe how a disaster can impact a community’s infrastructure. Identify hazards associated with structural damage from disasters and explain, using a graphic illustration, how they can be addressed in an emergency situation. (TN CCSS Reading 2; TN CCSS Writing 4)
- 9) Identify hazards associated with fires and utilities in a disaster. Outline the nine steps of a CERT Size-up when looking for fire or utility hazards, and locate vulnerable areas in a school or other community building. Prepare a plan for dealing with these hazards, including guidelines for maintaining personal safety. Compile information on all public and private companies and/or agencies in the area available to assist with hazard control. (TN CCSS Reading 3, 4; TN CCSS Writing 2, 4, 9)
- 10) Create a disaster guide for community members in a specific public building, outlining the following: primary and secondary exits from the building; designated gathering places in the event of an emergency; procedures to be followed; and any other essential instructions or information. (TN CCSS Writing 4, 9)



- 11) For a given structure in the community, create a map to identify where all firefighting equipment and utility shut-offs are located throughout the building. Conduct a research project on fire hazards and safety equipment that culminates in the creation of an informational essay describing fire chemistry, the classification of fires, selection of the proper fire extinguisher, and fire suppression safety. (TN CCSS Reading 4; TN CCSS Writing 2, 4, 7, 9)

Disaster Medical Operations

- 12) Research and summarize, with a detailed description, plans for Disaster Medical Operations in a community during a given disaster situation. List public health considerations that must be addressed. Define and explain how each of the five major functions of a disaster medical operation will be addressed and by whom:
- Triage
 - Treatment
 - Transport
 - Morgue
 - Supply
- (TN CCSS Reading 2, 5; TN CCSS Writing 4, 7, 9)
- 13) Outline the Simple Triage and Rapid Treatment (START) strategy for the first responders to a disaster scene. Include the safety measures, priority classifications, and designations (Immediate, Delayed, Minor, Dead) and create a triage decision flow chart. (TN CCSS Reading 2, 5; TN CCSS Writing 4, 7, 9)
- 14) Accurately assess (students cannot diagnose) and demonstrate immediate treatment protocols for:
- Airway obstruction
 - Bleeding
 - Shock
- (TN CCSS Reading 3, 4)
- 15) Conduct a Head-To-Toe Assessment. Demonstrate skills in basic first aid and cardiopulmonary resuscitation (CPR). Document findings and provide treatment such as:
- Achieve certification in cardiopulmonary resuscitation (CPR)
 - Demonstrate stabilization of neck, spine, or head injury
 - Classify and treat burns
 - Provide care of wounds and/or amputations
 - Stabilize fractures, dislocations, sprains, and strains
 - Alleviate hypo/hyperthermia
- (TN CCSS Reading 3; TN CCSS Writing 4)



Search and Rescue Operations

- 16) Summarize findings from government websites and/or interviews with members of a search and rescue organization. Create guidelines for conducting both interior and exterior searches at a disaster site that describes the relationships among important concepts of search and rescue. State the purpose of a search and rescue team. Describe all safety precautions that should be taken to protect the searchers including the completion of a CERT Size-up to identify potential hazards. (TN CCSS Reading 2, 5; TN CCSS Writing 4, 7, 9)
- 17) Role-play the skills and protocol involved in disaster search and rescue procedures. Describe and perform the procedure for marking buildings that have been searched. (TN CCSS Reading 3)
- 18) Demonstrate methods used for conducting rescue operations when a victim is found in rubble and unstable environments. Practice emergency and non-emergency moves for victims who are not mobile and those suspected to have head or spine injuries. (TN CCSS Reading 3; IFSTA; EMR)

Disaster Psychology

- 19) Synthesize research to produce an informational essay describing measures that disaster team members can take to protect themselves from psychological trauma in a disaster. Examine each of the following:
 - a. Survivors trauma
 - b. Traumatic crisis
 - c. Mediating factors
 - d. Methods for on-scene psychological intervention: empathetic listening, what not to say, informing family and friends of a death(TN CCSS Reading 1, 2; TN CCSS Writing 2, 4, 8, 9)
- 20) Identify best practices for emergency personnel to maintain their own mental health and reduce personal stress levels during a disaster or emergency situation. Prepare an informational report outlining these practices. Describe ways to recognize stress amongst team members and practice research-based methods for assisting peers in alleviating stress. (TN CCSS Reading 1, 2; TN CCSS Writing 2, 4, 7, 9)

Emergency Response Planning and Prevention

- 21) Investigate the guidelines governing youth CERT teams regionally and nationally. Utilizing skills and competencies from Emergency Preparedness, Disaster Medical Operations, Hazards Identification, Search and Rescue, and Disaster Psychology, work in a team to create a comprehensive school emergency preparedness student plan, in conjunction with the school administration. Identify roles and responsibilities for all team members. Compare and align guidelines with the school disaster plan, if applicable. Include information on the following:
 - a. Incident Command System
 - b. On-scene management
 - c. Protocols for specific types of disasters and responses
 - d. Communication procedures
 - e. Resource management plans
 - f. Drills and training



- g. National Incident Management System (NIMS) compliance, at least IS-700, IS-800, ICS-100
 - h. Mobilization guidelines
 - i. Forms and documentation
 - j. Protocols for dealing with the media
 - k. Participation in community disaster incidents beyond the school
- (TN CCSS Reading 2, 9; TN CCSS Writing 4, 7, 9)

22) Participate in a Mock Disaster Drill. Involve community emergency preparedness personnel if possible to help design and set up the scenarios for various stations and observe teams at work during the actual drill to evaluate the responses. Conduct a post drill review to collect feedback from observers and team members. Craft an informational essay evaluation of expertise and areas in need of improvement through further training. Design a plan to provide team members with that training. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 7, 9)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students ~~that~~who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 6, 8, and 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students ~~that~~who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.
- IFSTA: [International Fire Service Training Association](#)
- EMR: [National Emergency Medical Services Educational Standards](#) for Emergency Medical Responders
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

**Informational artifacts include, but are not limited to, graphic organizers, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations include, but are not limited, to charts, tables, graphs, rubrics, drawings, and models.





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Principles of Law, Corrections, and Security

Primary Career Cluster:	Law, Public Safety, Corrections and & Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
Programs of Study and Sequence:	This is the first course in both the <i>Law Enforcement Services</i> and the <i>Legal and Correctional Services</i> programs of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: w http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, they <u>he or she</u> can offer appropriate student placement. For more information, please visit http://tennesseewww.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known statewide dual credit/dual enrollment opportunities for this course. If you are interested in <u>establishing a local opportunity</u> developing , reach out to your local postsecondary institution to establish an articulation agreement .
Teacher Endorsement(s):	590
Required Teacher Certifications/Training:	None
Teacher Resources:	www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Course Description

Principles of Law, Corrections, and Security is an introductory course designed to prepare students to pursue careers in the fields of law enforcement, legal services, corrections, and security. Upon completion of this course, a proficient student will be able to identify careers in these fields, summarize the laws that govern the application of justice, and draw key connections between the history of the

criminal justice system and the modern legal system. In addition, students will model the professional, moral, and ethical standards required of professionals in the fields of law, legal services, corrections, and security. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This course is the first course in the *Law Enforcement Services* and *Legal and Correctional Services* programs of study. For more information on the benefits and requirements of implementing these programs in full, please see the program of study description documents found on the Law, Public Safety, Corrections and Security website

at <http://www.state.tn.us/tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

Course Standards

Foundations of the Criminal Justice System

- 1) Articulate important historical events and milestones (such as European influences) impacting the evolution of the current criminal justice system in the United States. Use a timeline or other graphic to illustrate the major developments from the colonial period to today, citing specific textual evidence from research. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 9)
- 2) Summarize the six types of laws (Criminal, Civil, Case, Administrative, Statutory, Common), and discuss the purpose of each. Develop a graphic organizer to draw connections among sample laws for each type, relevant legal concepts such as burden of proof, and applicable defenses and punishments. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4, 9)
- 3) Accurately describe the United States Constitution and Bill of Rights and justify its impact on criminal law and the rights of citizens, citing specific textual evidence from landmark legal cases. (TN CCSS Reading 2, 5; TN CCSS Writing 4, 9)
- 4) Examine the differences and similarities between the concepts of crime, victimization, and criminal behavior. Define each term, in relation to the others, citing specific textual evidence from academic research or news media. (TN CCSS Reading 1, 2, 4, 5; TN CCSS Writing 4, 9)
- 5) Citing evidence found in news media and legislation, describe the evolution of the modern criminal justice system to address terrorism, cybercrimes, and hate crimes. Include summaries of how society at large has been affected by both new and evolving threats and changing laws meant to deal with them. (TN CCSS Reading 1; TN CCSS Writing 2, 4, 7, 9)
- 6) Conduct research to develop an argumentative essay that makes a claim about the influence of media on the legal system. Include reasoning that distinguishes between the reality of the legal system and the depiction of that system in movies and television. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. (TN CCSS Reading 1, 9; TN CCSS Writing 1, 7, 8, 9)



Career Planning and Compliance

- 7) Create a graphic organizer to illustrate the structure of the relationships among key players in the criminal justice system (including law enforcement organizations, legal service providers, corrections agencies, and security agencies) in the handling of crimes and of those who commit them. (TN CCSS Reading 4, 5; TN CCSS Writing 4)
- 8) Use local news media and organizational websites to investigate occupations that make up the four career areas (law enforcement, legal services, corrections, and security services) of the law and public safety sector. Demonstrate an understanding of each occupation by accurately articulating the following:
 - a. Roles and responsibilities of the position
 - b. Comparison of similar careers available in state, federal, and military criminal justice systems
 - c. Educational, training, and certification requirements
 - d. Location of occupations within the organizational hierarchy of the specific career area(TN CCSS Reading 1, 2; TN CCSS Writing 4, 7, 8, 9)
- 9) Prepare a career profile for at least one occupation in each of the four career areas, using print, online, and/or personal interview sources to capture at minimum the following:
 - a. Job description
 - b. Essential knowledge and skills needed for the career
 - c. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary
 - d. Licensure and credentialing requirements
 - e. Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations(TN CCSS Reading 2; TN CCSS Writing 4, 9)

Safety and Well-being

- 10) Summarize the dangers associated with careers in law, corrections, and security; support analysis with examples from actual cases reported in print and digital media. Provide examples of tactics an individual could employ to prevent or mitigate risks, including maintaining good health and physical fitness. (TN CCSS Reading 2; TN CCSS Writing 2, 9)
- 11) Identify stressors and stress-inducing situations for professionals in the Law, Public Safety, Corrections, and Security sector through interviews with professionals in the field. Collaborate with a team to identify techniques and strategies for managing and alleviating stress related to these professions. Communicate your recommendations in a toolkit, brochure, or factsheet to support the use of these strategies, citing specific textual evidence. (TN CCSS Reading 1, 2; TN CCSS Writing 4)
- 12) Successfully perform American Red Cross or American Heart Association Adult, Child, and Infant Basic Life Support and first aid skills. (TN CCSS Reading 3)



Ethics

- 13) Collect Codes of Ethics from professional organizations in law enforcement, legal services, corrections, and security services and examine areas of commonality. Synthesize principles from the codes investigated to create a personal code of ethics. (TN CCSS Reading 2; TN CCSS Writing 4, 7, 9)
- 14) Examine real-world situations that involve ethical dilemmas and the application of correct professional conduct as highlighted in recent news articles. Craft an argumentative essay making a claim about the importance of ethics and professional standards for persons working in the Law, Public Security, Corrections, and Security pathway, citing examples from case studies to argue for the relevance of professional codes of conduct. (TN CCSS Reading 2; TN CCSS Writing 1, 4, 9)

Organization and Operations of Law, Public Safety, Corrections, and Security Agencies

- 15) Differentiate between the various agencies in the Law, Public Safety, Corrections, and Security sector at the local, state, and national levels by describing their jurisdiction, roles and responsibilities, and governing bodies. Identify conflicts in jurisdiction that may arise when multiple agencies work together, citing examples from case studies, interviews, or news articles. (TN CCSS Reading 2, 9; TN CCSS Writing 4)
- 16) Differentiate the roles of private security and public law enforcement agencies and identify potential jurisdictional concerns. Using a specific example situation (such as a private company protecting against theft), develop a plan to utilize available security and law enforcement resources in a way that avoids conflicts over jurisdiction, follows applicable laws and regulations, and makes the best use of both private and taxpayer funded protection. (TN CCSS Reading 5; TN CCSS Writing 4, 9)
- 17) Distinguish between the two major sources of crime statistics: the Federal Bureau of Investigation's (FBI) Uniform Crime Reporting Program (known as UCR/NIBRS) and the National Crime Victimization Survey (NCVS) of the Bureau of Justice Statistics (BJS). Explain how modern criminal justice agencies are utilizing statistics from both sources, comparing and contrasting the characteristics of the data sets in an informative artifact**. (TN CCSS Reading 9; TN CCSS Writing 4)

Criminology

- 18) Define criminology and research the major behavioral science theories describing criminal behavior. Identify theorists and elaborate on their major contributions to the field; include emerging theories sourced from contemporary scholarship. Apply a specific theory to explain a notable crime. (TN CCSS Reading 4, 5, 6, 8; TN CCSS Writing 4, 7, 9)
- 19) Generate a scenario in which a crime is committed and a suspect enters the criminal justice system. Describe in detail what happens at each of the following stages and what relevant actors participate in the process: investigation and arrest; pre-trial activities; adjudication; sentencing; corrections and re-entry. (TN CCSS Writing 4, 9)



Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students ~~that~~who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students ~~that~~who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6 and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

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