

**PROGRAM CONCENTRATION:** Public Safety and Government

**COURSE TITLE:** Exploring Public Safety and Government Education – Seventh Grade

**COURSE DESCRIPTION:**

Exploring Public Safety and Government Education will provide the student a general overview of not only career options in the field but also a general understanding of the function and interconnection between the various agencies within government and public safety. Regardless of career choice the course will prepare students to be better citizens.

Students will learn about the general areas of public safety and government including courts, law enforcement, corrections, military, protective services, and emergency services. Students will get an overview of each and see how they interact. Students will also continue progress on individual career plans and portfolios.

**CRITICAL COMPONENTS:**

**MSPSG 7-1: Students will demonstrate basic proficiency in terms commonly used in public safety and government.**

- a) Define terminology common to each area.
- b) Diagram how the various elements of public safety and government interact and connect.
- c) Identify the origin of authority of each area.

**ACADEMIC STANDARDS:**

*ELA7R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

**SAMPLE TASKS:**

- Create graphical organizers that show how the various agencies interact with each other.
- Research the agencies in their community.
- Produce a visual vocabulary chart using pictures found on the internet or similar that represent terms used in public safety and government.

**CRITICAL COMPONENTS:**

**MSPSG 7-2: Students will express an understanding of the history of law as it pertains to the development of the American system.**

- a) Identify major historical figures that influenced the American legal system.
- b) Explain the importance of English common law.
- c) Explain how the Bill of Rights was created.

**ACADEMIC STANDARDS:**

*SS7CG1: The student will compare and contrast various forms of government.*

**SAMPLE TASKS:**

- Use [www.historyoflaw.info](http://www.historyoflaw.info) to create a timeline of the history of law.
- Draw the persons depicted in the frieze from the Courtroom of the United States Supreme Court found at [www.supremecourtus.gov](http://www.supremecourtus.gov) and explain who they are.
- Make a poster that explains a right from the Bill of Rights to fellow students that may be posted in the school to educate other students.

**CRITICAL COMPONENTS:**

**MSPSG 7-3: Students will describe the structure of the dual court system.**

- a) Identify the key participants in the courtroom.
- b) Diagram the local, state, and federal system.
- c) Evaluate a trial to form legal strategies.
- d) Discuss career options available for working in the court system.

**ACADEMIC STANDARDS:**

*ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.*

*ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**SAMPLE TASKS:**

- Participate in a mock trial.
- Have a lawyer or judge visit the class.
- Create a visual organizer that depicts the relationships between the judge, jury, defense, and prosecution.

**CRITICAL COMPONENTS:**

**MSPSG 7-4: Students will describe American law enforcement.**

- a) Explain the difference between local, state, and federal enforcement.
- b) Describe the typical day of a patrol officer.
- c) Identify career options in law enforcement.
- d) Illustrate how a crime is investigated from criminal act through the trial.

**ACADEMIC STANDARDS:**

*S7CS5: Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.*

*M7P4: Students will make connections among mathematical ideas and to other disciplines.*

**SAMPLE TASKS:**

- Diagram a mock crime scene.
- Have a patrol officer show what is inside a typical patrol vehicle.
- Create a Venn Diagram showing how local, state, and federal agencies operate.

**CRITICAL COMPONENTS:**

**MSPSG 7-5: Students will delineate between various punishment options.**

- a) Describe careers in corrections.
- b) Distinguish between sentencing options.
- c) Explain the historical influences of American corrections.

**ACADEMIC STANDARDS:**

*ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.*

**SAMPLE TASKS:**

- Create a timeline for punishment through history.
- Visit a local jail.
- Have a guest speaker visit your class to discuss punishment options.
- Take a virtual tour of a Georgia prison: <http://www.dcor.state.ga.us/AboutGDC/VRTour.html>

**CRITICAL COMPONENTS:**

**MSPSG 7-6: Students will describe how private enforcement and investigation organizations contribute to the criminal justice system.**

- a) Identify local private agencies.
- b) Compare and contrast public and private organizations
- c) Explore career trends in private enforcement and investigation.

**ACADEMIC STANDARDS:**

*ELA7W3: The student uses research and technology to support writing.*

**SAMPLE TASKS:**

- Create an informational poster or other media type educating other students or parents on internet threats such as identity fraud, online predators, or electronic information protection.
- Invite a guest speaker from a private investigation agency to visit your class.
- Create a visual organizer depicting how public and private agencies interact.

**CRITICAL COMPONENTS:**

**MSPSG 7-7: Students will explain the role emergency medical services and firefighting play in providing local public safety services.**

- a) Explain the qualifications and training for a variety of careers in emergency medical and fire services.
- b) Describe the role of local public safety in homeland security.
- c) Demonstrate basic first aid and life saving skills.
- d) Evaluate their home and identify safety concerns.
- e) Design an emergency plan for their family.

**ACADEMIC STANDARDS:**

*S7L2: Students will describe the structure and function of cells, tissues, organs, and organ systems.*

**SAMPLE TASKS:**

- Learn basic CPR and first aid.
- Use [www.ready.gov](http://www.ready.gov) to prepare for disasters.
- Consult [www.redcross.org](http://www.redcross.org) to prepare a family plan.
- Create a Home Safety Checklist at [www.homesafetycouncil.org](http://www.homesafetycouncil.org)
- Invite a local fire and emergency services crew to visit with their vehicles.

**CRITICAL COMPONENTS:**

**MSPSG 7-8: Students will examine the Preamble of the United States Constitution and the role of citizenship skills.**

- a) Explain the significance of the Preamble.
- b) Evaluate the principles of the Preamble to the United States Constitution to compare to personal valuation of Preamble's principles.
- c) Define the seven citizenship skills.
- d) Relate the seven citizenship skills to the Preamble of the Constitution.
- e) Hypothesize what our country would be like without the seven citizenship skills.
- f) Explain the relationship between the citizenship skills and effective teamwork.

**ACADEMIC STANDARDS:**

*ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.*

*ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**SAMPLE TASKS:**

- Develop a personal preamble (mission statement).

- Engage one another using the “Government in Action” game.
- Participate in the “Citizen on Patrol” game.
- View the “You the People” video on Citizenship skills.
- Use the Classroom Performance System to facilitate review questions and knowledge games.

**CRITICAL COMPONENTS:**

**MSPSG 7-9: Students will learn to navigate using a compass and topographic maps.**

- a) Identify the symbols, colors, and features of a topographical map.
- b) Demonstrate how to measure straight-line distance on a topographical map using the scales on that map and procedures for calculating distances that exceed those scales.
- c) Describe how to determine distance on the ground using estimation and the factors that can cause underestimation or overestimation.
- d) Define the three base directions.
- e) Demonstrate how to determine and measure a magnetic azimuth.
- f) Demonstrate how to determine, measure, and plot a grid azimuth.
- g) Demonstrate how to determine a back azimuth.

**ACADEMIC STANDARDS:**

*M7P1: Students will solve problems (using appropriate technology).*

*M7G1: Students will construct plane figures that meet given conditions.*

*S7CS3: Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.*

**SAMPLE TASKS:**

- Provide students with topographic map and magnetic compass to determine distance and direction.
- Use LandNav computer simulation game to practice orienteering skills.
- Students will negotiate an orienteering course to reinforce their skills.

**CRITICAL COMPONENTS:**

**MSPSG 7-10: Students will identify ways young people can prepare for their career.**

- a) Identify skills necessary for success in the workplace.
- b) Evaluate personal preferences to identify potential careers.
- c) Identify educational requirements for careers of personal interest.

**ACADEMIC STANDARDS:**

*ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

*ELA7W4: The student consistently uses the writing process to develop, revise, and evaluate writing.*

**SAMPLE TASKS:**

- Continue development of career portfolio from previous year.
- Conduct a mock job interview.
- Investigate local colleges and universities.
- Complete a personality evaluation.
- Create a collage encapsulating their career goals.

**CRITICAL COMPONENTS:**

**MSPSG 7-11: Students will describe Skills USA.**

- a) Identify the leadership positions in a chapter.
- b) Define the purpose of a chapter.
- c) Identify the Key Facts of Skills USA.

**ACADEMIC STANDARDS:**

*ELA7C1: 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.*

**SAMPLE TASKS:**

- Use [www.skillsusa.org](http://www.skillsusa.org) to research the Key Facts.
- Recite the motto and pledge from memory.
- Participate in an Opening Ceremony using a script.
- Have a high school Skills USA leader or state champion visit to talk about competitions.
- Conduct a school level competition in prepared speech using the Skills USA theme.
- Participate in a committee that plans a Skills USA club event such as a food drive, social event, or fundraiser.

**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.

**CTAEMRC-1: 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).

**CTAEW-1: 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.

**CTAEW-2: 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.

**CTAEW-3: 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.

**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.