



*Department of Teaching & Learning*  
*Parent/Student Course Information*

***Public Safety II***  
***(VO8701)***  
***Three Credits, One Year***  
***Grades 10 - 12***

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

The Public Safety Program is a two-year course of study designed to introduce students to possible careers in the field of Law Enforcement, Fire Fighting, and Emergency Medical Services. Students will study how to: recover evidence from a crime scene, investigate traffic accidents, fight fires, practice first aid skills and apply the law of the Commonwealth of Virginia as it relates to the field of law enforcement. Students will participate in a variety of field trips to experience the assorted career paths in the field of Public Safety.

**CERTIFICATION**

First Aide ADD & CPR Certification

National Academies of Emergency Dispatch- Emergency Telecommunications (EMT) Examination

**STUDENT ORGANIZATION**

SkillsUSA is a co-curricular organization for all students enrolled in trade and industrial education programs. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps students excel by providing educational programs, events and competitions that support career and technical education (CTE) in the nation's classrooms. Students are highly encouraged to participate.

**PREREQUISITE**

Public Safety I

**OPTIONS FOR NEXT COURSE**

None

**REQUIRED STUDENT TEXTBOOK**

None

## COMPETENCIES FOR PUBLIC SAFETY II

### Demonstrating Personal Qualities and Abilities

- 1 Demonstrate creativity and innovation.
- 2 Demonstrate critical thinking and problem solving.
- 3 Demonstrate initiative and self-direction.
- 4 Demonstrate integrity.
- 5 Demonstrate work ethic.

### Demonstrating Interpersonal Skills

- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate listening and speaking skills.
- 8 Demonstrate respect for diversity.
- 9 Demonstrate customer service skills.
- 10 Collaborate with team members.

### Demonstrating Professional Competencies

- 11 Demonstrate big-picture thinking.
- 12 Demonstrate career- and life-management skills.
- 13 Demonstrate continuous learning and adaptability.
- 14 Manage time and resources.
- 15 Demonstrate information-literacy skills.
- 16 Demonstrate an understanding of information security.
- 17 Maintain working knowledge of current information-technology (IT) systems.
- 18 Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- 19 Apply mathematical skills to job-specific tasks.
- 20 Demonstrate professionalism.
- 21 Demonstrate reading and writing skills.
- 22 Demonstrate workplace safety.

### Examining All Aspects of an Industry

- 23 Examine aspects of planning within an industry/organization.
- 24 Examine aspects of management within an industry/organization.
- 25 Examine aspects of financial responsibility within an industry/organization.
- 26 Examine technical and production skills required of workers within an industry/organization.
- 27 Examine principles of technology that underlie an industry/organization.
- 28 Examine labor issues related to an industry/organization.
- 29 Examine community issues related to an industry/organization.
- 30 Examine health, safety, and environmental issues related to an industry/organization.

### Addressing Elements of Student Life

- 31 Identify the purposes and goals of the student organization.
- 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 34 Identify Internet safety issues and procedures for complying with acceptable use standards.

### **Exploring Work-Based Learning**

- 35 Identify the types of work-based learning (WBL) opportunities.
- 36 Reflect on lessons learned during the WBL experience.
- 37 Explore career opportunities related to the WBL experience.
- 38 Participate in a WBL experience, when appropriate.

### **Following Criminal Justice and Firefighting Safety Standards**

- 39 Identify classroom safety rules and procedures.
- 40 Identify school safety policies and procedures.
- 41 Follow general safety procedures.
- 42 Identify equipment safety rules and procedures.
- 43 Review practices that promote health and wellness.
- 44 Outline the physical fitness standards for firefighters.
- 45 Define risk management.
- 46 Identify common causes of death in the fire service.
- 47 Identify the features of conducting an organized rapid escape.
- 48 Identify procedures to follow when an entrapment occurs.
- 49 Identify the importance of NFPA standards to the fire service.

## **CRIMINAL JUSTICE**

### **Understanding the Rule of Law**

- 50 Differentiate among criminal, civil, and case law.
- 51 Explain rules of evidence.

### **Exploring Policing**

- 52 Describe techniques for vehicle stops.
- 53 Identify high-risk situations an officer may face.
- 54 Explain crime prevention.

### **Exploring the Courts**

- 55 Describe the roles of the judge, bailiff, prosecuting attorney, defense attorney, victim/witness advocate, and jury.
- 56 Describe professional demeanor in court.
- 57 Describe the sentencing process.

### **Understanding Juvenile Justice**

- 58 Describe the scope of authority of the Juvenile and Domestic Relations Court of Virginia.
- 59 Identify constitutional guarantees affecting juveniles taken into custody.
- 60 Outline the stages of a typical juvenile case from arrest through adjudication.
- 61 Describe dispositions available through Juvenile and Domestic Relations Court.
- 62 Explain procedures for handling juveniles' records.

### **Exploring the Terror Threat**

- 63 Describe the history of terrorism.
- 64 Distinguish between international and domestic terrorism.
- 65 Describe safety precautions for first responders to mass-casualty incidents.
- 66 Describe the roles of incident command.

## **FIREFIGHTING**

### **Introducing the Fire Service**

- 67 Write a mission statement for the fire service.
- 68 Describe the effects of the Civil Rights Act of 1991 and the Americans with Disabilities Act (ADA) on the employment and supervision of firefighters.
- 69 List rules and laws that regulate the fire service.
- 70 Identify standard operating procedures (SOPs) and standard operating guides (SOGs) in the fire service.
- 71 Develop an organizational chart for NIMS.
- 72 List the allied agencies that assist with fire department operations.
- 73 Describe employee assistance programs.
- 74 Compare engine, truck, and rescue/squad company operations and responsibilities.

### **Understanding Fire Behavior**

- 75 Define fire and its characteristics.
- 76 Describe the fire tetrahedron and its importance in the suppression of fire.
- 77 Identify sources of heat energy.
- 78 Describe the burning process, the transmission of heat, and the products of combustion.
- 79 Explain key terms related to fire behavior.

### **Understanding Building Construction**

- 80 Describe building construction methods and materials.
- 81 Define the five types of building construction and their associated hazards.
- 82 Predict a fire's growth and development according to type of building construction.
- 83 Identify indications of potential building collapse and collapse zone evacuation procedures.

### **Using Water Supply, Hoses, and Nozzles**

- 84 List causes of friction loss in water mains.
- 85 Compare wet-barrel and dry-barrel hydrants.

### **Practicing Fire Suppression Techniques**

- 86 Describe fire-extinguishment theory.
- 87 Outline fire-suppression techniques and measures.
- 88 Describe the classifications of fire and the corresponding extinguishment methods.
- 89 Identify types of foam for fire suppression.
- 90 Demonstrate the suppression of Class A and Class B fires, using hose line.
- 91 Demonstrate the suppression of Class A, B, and C fires, using portable fire extinguishers.
- 92 Identify the extinguishment theory for fighting wildland fires.
- 93 Identify the types and ratings of portable fire extinguishers.

### **Using Ladders**

- 94 Identify ladder types, parts, and safety features.
- 95 Perform ladder carries.
- 96 Perform ladder raises.
- 97 Describe maintenance, cleaning, and inspection procedures for ladders.

### **Using Ropes**

- 98 Differentiate between types of ropes and knots.
- 99 Demonstrate the types of knots required for hoisting or securing.
- 100 Describe maintenance, cleaning, and inspection functions for life-safety and utility rope.

### **Following Forcible Entry Procedures**

- 101 Identify types of forcible entry tools.
- 102 Demonstrate methods for forcing windows and doors.
- 103 Describe maintenance, cleaning, and inspection functions for forcible entry tools.
- 104 Describe methods, components, and considerations of forcible entry.

### **Understanding Ventilation**

- 105 Describe the need for ventilation at a fire scene.
- 106 Identify the types of ventilation.
- 107 Demonstrate methods for creating horizontal, vertical, mechanical, and hydraulic ventilation.

### **Determining Salvage, Overhaul, and Cause of Fire**

- 108 Describe salvage and overhaul needs and techniques.
- 109 Describe the need for evidence preservation.
- 110 Identify methods for legally securing a building after emergency operations are complete.
- 111 Demonstrate use of salvage covers to protect property.
- 112 Describe maintenance, cleaning, and inspection functions for salvage and overhaul.

### **Adhering to Hazardous Materials (HAZMAT) Standards**

- 113 Identify basic HAZMAT standards and resources for handling an incident.
- 114 Identify hazardous materials that may be involved in terrorist attacks.
- 115 Describe procedures for responding to a terrorist attack.

### **Addressing Fire Prevention and Public Fire Education**

- 116 Deliver a fire-safety education presentation.
- 117 Research NFPA certification options and regional education opportunities.

Aaron C. Spence, Ed.D., Superintendent  
Virginia Beach City Public Schools  
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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For further information, please call (757) 263-1070.

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Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email at [Brandon.Martin@vbschools.com](mailto:Brandon.Martin@vbschools.com).

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