Foundations of Homeland Security and Emergency Preparedness

Queen Anne’s County High School

Teacher: Mr. Jason Woodward  Phone: (410) 758-0500
Department: Career and Technical Studies  Email: Jason.Woodward@QACPS.org
Like us on Facebook: Queen Anne’s County Homeland Security and Emergency Preparedness Program
Follow us on Twitter: @QAHSEP

COURSE DESCRIPTION:
This course will introduce students to Homeland Security and Emergency Preparedness guidelines, concepts, and action plans. Emphasis will be placed on unique aspects of public safety and public health. The course will explore the various methodologies for intelligence gathering and dissemination and will introduce students to various local, state, and federal assets. Students will prepare an action plan that includes initial notification, emergency response (on and off scene), and recovery. Current events will be part of regular class activities.

COURSE OUTCOMES:
The student will:
1) Describe the broad range of federal policies and procedures enacted since the events of 9/11.
2) Describe the organizations involved in homeland security, how they are organized, how they interrelate, and their specific roles. This includes federal organizations, such as the Department of Homeland Security and Department of Defense, the National Guard, and those at the state and local levels.
3) Interpret, analyze, evaluate and make inferences of ill-defined homeland security issues and problems.
4) Explain your foundational knowledge of the discipline of homeland security issues and problems. Upon which you will build and begin preparing you for future leadership positions in this field.
5) Explain your understanding of the host of threats and hazards (natural or manmade) which threaten the safety and security of our way of life.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Topic/Unit of Study</th>
<th>Time Frame (weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Perspectives of Homeland Security</td>
<td>1-2</td>
</tr>
<tr>
<td>History of Terrorism and Homeland Security</td>
<td>2-3</td>
</tr>
<tr>
<td>The Federal Government: Preparation, Reaction, Avoidance of H.S. Issues</td>
<td>4-5</td>
</tr>
<tr>
<td>The State Government: Their Role in H.S. and Emer. Prep.</td>
<td>3-4</td>
</tr>
<tr>
<td>The Local Government: Their Role in H.S. and Emer. Prep.</td>
<td>1-2</td>
</tr>
<tr>
<td>Personal Preparedness</td>
<td>1-2</td>
</tr>
</tbody>
</table>
EXPECTATIONS:
Students are expected to come to class every day prepared to discuss material previously assigned. This means having required materials, completing assignments, and participating in class. During the week students will experience Synchronous learning and Asynchronous learning:

~~Synchronous~~ – Join the video conference on time and have materials ready. These materials include pencil, paper, and any websites needed to complete the day’s work. Have Schoology open and ready to go in a browser. You are expected to be on the video conference, with your camera on, for the duration of class. Please find a quiet place in your house and give yourself an area to work.

~~Asynchronous~~ – Assignments that are asynchronous are to be done on your own; however, I am available for help during the designated asynchronous period. Also during this time you may be asked to attend a video conference for small group instruction. Small group instruction, if assigned, is mandatory.

~~Check-in Day~~ – Every Wednesday there will be a brief 10 minute video conference or check in to provide a brief period of instruction and to ensure all students are on track with the current assignments. Students will complete or continue asynchronous assignments on check-in day.

~~Office Hours~~ – Every day except for Wednesday there are Office Hours set aside for reteaching, 1:1 or group tutoring, small group instruction and student/parent meetings.

- Monday, Tuesday, Thursday, Friday: 8:00a-10:15a and 2:00p-3:30p

TEXTBOOKS/MATERIALS:
1. Pens or Pencils
2. 3-Ring Binder with dividers

GRADING POLICY:
1. Summative: Mastery Assessments (Unit Tests, Midterms, Unit Projects, etc.) 50%
2. Formative: Progress Assessments (Homework, Classwork, etc.) 50%

Academic Dishonesty:
Work must be completed individually unless otherwise directed by the teacher. In our virtual learning environment, student work may only include the electronic resources provided or recommended by the teacher. Submitting work copied from non-approved electronic resources such as an online essay writing site is still considered plagiarism. Plagiarism (the practice of taking someone else's work or ideas and passing them off as one’s own) is a severe offense at QACHS and will result in immediate consequences:
- Immediate Zero on the Assignment
- Conference with the Academic Dean

Examples of Academic Dishonesty (not an exhaustive list):
- Using unauthorized materials and/or resources
- Copying work from another student, or from the web
- Working with other students on an assignment intended for individual work
- Having anyone else but you complete any part of your coursework for you
- Using online searches to find answers to your assessment questions
- Posting answers to assessment questions online

How to address attendance:
In order to be marked present for each class, each day, students must login to Schoology for each class, each day, and complete any work assigned for that day.