



Queen Anne's County High School

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Queen Anne's County Homeland Security and Emergency Preparedness Program

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**Course Overview**

The course develops the topic of research in homeland security and emergency preparedness. The course presents the concept of the sociology of disaster as the primary focus of the research agenda for the discipline. Students will develop a case study in the sociology of disaster, and complete a research proposal that will demonstrate their ability to analyze and synthesize existing research in homeland security and emergency management.

Students will:

- ⊕ evaluate the effects of a disaster event on individuals, groups, communities, and nations; and to utilize these concepts to prepare for, respond to, recover from, and mitigate future events.
- ⊕ analyze a case study focusing on the sociology of disaster to identify concepts that will assist in preparing for all-hazard disaster events and developing community resilience.
- ⊕ possess a working knowledge of the scientific method for research, and recognize the value of scientific research in homeland security and emergency management.

<b><u>Units and Topics</u></b>
<b>Unit 1: Sociology of Disaster</b>
<b>Unit 2: Case Study</b>
<b>Unit 3: Introduction to Research</b>
<b>Unit 4: Development of Research Proposal</b>

**EXPECTATIONS:**

This course involves extensive reading and research. 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.

**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, Quizzes, etc.)       | 50% |

***Four of the main requirements of the course will require students to complete Disaster Case Study Analyses, 3 Internet Research Projects, to complete the FEMA Professional Development Series course, and to successfully graduate from Teen CERT training.***

**FEMA Professional Development Series Course:**  
<https://training.fema.gov/is/searchis.aspx?search=PDS>  
**Google: FEMA Professional Development Series**

Students will complete the Professional Development Series course on FEMA's Independent Study website. The Professional Development Series includes seven Emergency Management Institute independent study courses that provide a well-rounded set of fundamentals.

Each student will register to take the courses online. Students will provide each certificate as proof of completion for this assignment. Each certificate is worth a summative grade.

After successfully completing all 7 required PDS courses through the Independent Study program, a PDS certificate is automatically issued via email to the email address provided on your last exam submission



### **FEMA Professional Development Course:**

#### **DUE DATES FOR EACH COURSE:**

1. IS-120.c: **September 14**
2. IS-230.d: **October 5**
3. IS-235.c: **October 26**
4. IS-240.b: **November 9**
5. IS-241.b: **November 23**
6. IS-242.b: **December 14**
7. IS-244.b: **January 11**

## **My FEMA Student ID#:**

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### **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.