SWEETWATER UNION HIGH SCHOOL DISTRICT

DIVISION OF ADULT EDUCATION

Career Technical Education

## Security Officer II

### COURSE APPROVAL

Mission: The Division of Adult Education, a community-focused organization, promotes and facilitates life-long learning for adults to meet the challenges of the 21st century.

Student Learning Outcomes

* Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
* Students will solve problems
* Students will communicate clearly and collaborate with others
* Students will use resources, including technology, to research, organize and communicate information

##### Course approved by the Sweetwater Board of Trustees

December 12, 2016

##### Course Revision:

February 26, 2018

## Security Officer II

# Basic Course Information

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| **Course Title:** | **Security Officer II** |
| **CTE Industry Sector:** | **Public Service** |
| **Career Pathway:** | **Protective Services** |

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| **Course Level:** |  | Introductory | x | Concentration | x | Capstone |

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| **Course Number:** | 1660 |
| **CBEDS Title:** | Advanced Public Safety |
| **CBEDS Number:** | 8412 |

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| Course Hours: | Approximately 325 hours |
| Prerequisites: | None |
| Evaluation: | 1. Satisfactory completion of written assignments as evaluated by the instructor. 2. Satisfactory completion of teacher-made and/or standardized tests as evaluated by the instructor. 3. Satisfactory progress and participation in classroom activities as evaluated by the instructor. |
| Conditions for Repetition: | Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course. |
| **Articulation Information:** | **NA** |
| **Articulation Credit:** | **NA** |
| **High School elective Credit:** | None |
| **Advisory Committee Meetings:** | **Annually (Job Corp and Sweetwater Union HS District, Adult CTE)** |

**Course Description**

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| This course is designed to prepare students for the positions of unarmed security officer, patroller, gatekeeper and crossing guard and expands on the competencies learned in Security Officer class. Students must demonstrate positive social, personal and work ethic skills as well as project a professional image. Students will become proficient in communication skills, both oral and written, and must also pass a physical fitness test. Expertise is acquired in safety skills, from OSHA regulations, to bomb threat procedures, to proper escorting techniques. Students receive Red Cross training and certification in CPR and First Aid. Students also receive training and state certification in Power to Arrest, Mace and Baton.  Students will engage in leadership activities throughout their CTE pathway. These leadership outcomes will be based on the **Standards for Career Ready Practice (SCRP)** listed in each instructional unit. Leadership categories include Personal Growth and Professional Responsibility, Growing Leaders, and Community Outreach. Students will gather evidence of leadership outcomes to put in a portfolio project with will be completed at the end of the pathway. Students have opportunity to present their portfolios in academic classrooms to peers and teachers, as part of annual school events (Workforce of the Future event, Industry Advisory, etc.). A selection of portfolio projects will also be posted on the Sweetwater Adult CTE website: http://adultcte.weebly.com/ |

**Instructional Strategies**

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| Teacher lecture and demonstration………………………………………………………… 35%  Video presentations…………………………………………………………………………..5%  Computer assisted learning………………………………………………………………….10%  Guest speakers………………………………………………………………………………..3%  Field trips……………………………………………………………………………………..2%  Teacher supervision of student practice……………………………………………………..25%  Small group dynamics……………………………………………………………………….10%  Class discussion……………………………………………………………………………..10% |

**Instructional Materials**

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| Textbooks: Information not available |

**Career Plan: How this Course fits into the Course Sequence**

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| **Sequence of Courses** | **Course Level** | | | **Primary Funding Source** | | **Perkins**  **Funded** | **Total Duration** |
| Name of Course | Intro. | Concentration | Capstone | District/COE | ROCP | Yes or No | (In hours) |
| Security Officer - I |  |  |  |  |  | Yes | 325 |
| Security Officer - II |  |  |  |  |  | Yes | 325 |
| * Student can choose from the following groups: | | | | | | | |
|  |  |  |  |  |  | Yes |  |
|  |  |  |  |  |  | Yes |  |

**Occupations for Identified Pathway**

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| Pathway occupations organized by level of education and training required for workplace entry.(Asterisked occupations require certification or licensure.) | |
| Postsecondary Training (certification and/or AA degree) | College University (bachelor’s degree or higher) |
| Crime Scene Technician  * Forensics Technician * Corrections Officer | • FBI Agent  * Police Lieutenant/Captain/Chief * Federal Marshall * Customs Agent |

# Course Goals

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| 1. Gain an introduction to Executive/VIP protection techniques. |
| 1. Develop and demonstrate an understanding of terrorism. |
| 1. Become proficient in performing CPR and First Aid and receive certification. |
| 1. Gain an understanding of disaster planning. |
| 1. Learn how to develop a career plan and complete documentation such as a job application resume, and cover letter. |
| 1. Complete Portfolio project and present material at the end of the semester. |

# Instructional Module/Unit

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| **Unit 1** | **Introduction to Exec/VIP Protection** | Class Hrs. | 20 | Lab Hrs. | **15** |

Description:

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| Students will gain an introduction to strategies used with providing protection to VIP clients. They will also work on verbal and written communication to make sure interaction with client and other Security personnel is clear and accurate. |
| **Unit 1 Competency:** Upon Completion of this unit, the student is able to: |
| 1.Perform escort duties. |
| 2.Identify the skills and training requirements of a personal protection specialist for an exec or very important person. |
| 3.Identify reasons for protectees resistance to protection programs and provide strategies for an executive or VIP |
| 4.Describe components of an effective residential protection program. |
| 5.Identify general procedures that enhance security in residential environments. |
| **Anchor Standard: 2.1** Recognize the elements of communication using a sender-receiver model. |
| **Anchor Standard: 2.2** Identify barriers to accurate and appropriate communication. |
| **Anchor Standard: 2.3** Interpret verbal and nonverbal communications and respond appropriately. |
| **Anchor Standard: 5.1** Identify and ask significant questions that clarify various points of view to solve problems. |
| **Anchor Standard: 5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. |
| **Anchor Standard: 5.4** Interpret information and draw conclusions, based on the best analysis, to make informed decisions. |
| **Anchor Standard: 8.1** Access, analyze, and implement quality assurance standards of practice. |
| **Anchor Standard: 8.3** Demonstrate ethical and legal practices consistent with Public Services sector workplace standards. |
| **Anchor Standard: 8.7** Conform to rules and regulations regarding sharing of confidential information, as determined by Public Services sector laws and practices. |
| **Anchor Standard: 9.7** Participate in interactive teamwork to solve real Public-Services sector issues and problems. |
| **Anchor Standard: 10.2** Comply with the rules, regulations, and expectations of all aspects of the Public Services sector. |
| **Anchor Standard: 11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Public-Services sector program of study. |
| **Pathway Standard: A2.5** Analyze information to make prompt, effective, and appropriate decisions. |
| **Pathway Standard: A4.1** Know the basic techniques and methods of active listening to obtain and clarify information in oral communications. |
| **Pathway Standard: A4.2** Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of non-verbal body language. |
| **Pathway Standard: A4.5** Practice public safety verbal communication techniques that can be used when interacting with difficult individuals. |
| **Pathway Standard: A4.6** Narrate a sequence of events consistent with agency reporting formats. |
| **Pathway Standard: A4.7** Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats. |
| **Academic Standards: LS 11-12.1, 11-12.2, 11-12.3, 11-12.6** |
| **Standards for Career Ready Practice (SCRP)**  **SCRP1-Apply appropriate technical skills and academic knowledge to successfully complete Unit 1 coursework.**  **SCRP2-Collect work samples and self-assessment to include in portfolio.**  **SCRP7- Student will act responsibly in the classroom by following classroom rules, showing up on time, being prepared, and being an effective member of a team.**  **SCRP9 – Review their role as part of a team in the classroom as well as in the workplace.** |

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| **Unit 2** | **Introduction to Terrorism** | Class Hrs. | 20 | Lab Hrs. | **25** |

Description:

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| Students gain an introduction to terrorism; how to be aware of surroundings, identify potential threats, reporting potential threats and preventing potential terroristic threats. |
| **Unit 2 Competency:** Upon Completion of this unit, the student is able to: |
| 1.Define Terrorism |
| 2.Describe the cell organization of terrorist groups. |
| 3.Describe the role of security and protective services officers in detecting, reporting, and preventing the operation of terrorist activities. |
| 4.Describe similarities between preparing for terrorist attacks in the past. |
| 5.Describe how terrorist groups have prepared for attacks in the past. |
| 6.Describe the role of physical security, personnel security, and information security in developing a terrorism protection plan. |
| 7.Identify the stages of developing a counterterrorism strategy. |
| 8.Describe counterterrorism techniques an organization or facility can implement. |
| 9.Describe and explain the importance of techniques for counterterrorism security. |
| 10.Define Weapons of Mass Destruction or WMD and related terms and concepts (e.g., nuclear weapons, biological weapons, and chemical weapons). |
| 11.Describe device detection techniques when working with small packages. |
| 12.Identify procedures for immediate response, treatment, and long-term response. |
| **Anchor Standard: 2.1** Recognize the elements of communication using a sender-receiver model. |
| **Anchor Standard: 2.2** Identify barriers to accurate and appropriate communication. |
| **Anchor Standard: 2.3** Interpret verbal and nonverbal communications and respond appropriately. |
| **Anchor Standard: 5.1** Identify and ask significant questions that clarify various points of view to solve problems. |
| **Anchor Standard: 5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. |
| **Anchor Standard: 5.4** Interpret information and draw conclusions, based on the best analysis, to make informed decisions. |
| **Anchor Standard: 8.1** Access, analyze, and implement quality assurance standards of practice. |
| **Anchor Standard: 8.3** Demonstrate ethical and legal practices consistent with Public Services sector workplace standards. |
| **Anchor Standard: 8.7** Conform to rules and regulations regarding sharing of confidential information, as determined by Public Services sector laws and practices. |
| **Anchor Standard: 9.7** Participate in interactive teamwork to solve real Public-Services sector issues and problems. |
| **Anchor Standard: 10.2** Comply with the rules, regulations, and expectations of all aspects of the Public Services sector. |
| **Anchor Standard: 11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Public-Services sector program of study. |
| **Pathway Standard: A2.5** Analyze information to make prompt, effective, and appropriate decisions. |
| **Pathway Standard: A4.1** Know the basic techniques and methods of active listening to obtain and clarify information in oral communications. |
| **Pathway Standard: A4.2** Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of non-verbal body language. |
| **Pathway Standard: A4.5** Practice public safety verbal communication techniques that can be used when interacting with difficult individuals. |
| **Pathway Standard: A4.6** Narrate a sequence of events consistent with agency reporting formats. |
| **Pathway Standard: A4.7** Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats. |
| **Academic Standards: LS 11-12.1, 11-12.2, 11-12.3, 11-12.6** |
| **Standards for Career Ready Practice (SCRP)**  **SCRP1-Apply appropriate technical skills and academic knowledge to successfully complete Unit 2 coursework.**  **SCRP2- Collect work samples, pictures and projects to include in portfolio.**  **SCRP3 – Student will develop and implement SMART goal related to Unit 2 activities.**  **SCRP4 -Students will use computers (Tablets, and desktop) to research information in this unit.**  **SCRP5 – Use role-play to troubleshoot and solve potential issues related to the security field.**  **SCRP7- Student will act responsibly in the classroom by following classroom rules, showing up on time, being prepared, and being an effective member of a team.** |

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| **Unit 3** | **CPR and First Aid** | Class Hrs. | 20 | Lab Hrs. | **60** |

Description:

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| Students will participate in CPR and First Aid training and receive certification in both areas. |
| **Unit 3 Competency:** Upon Completion of this unit, the student is able to: |
| 1.Identify the Rule of Nines |
| 2.Identify and describe ABC steps |
| 3.Describe and demonstrate how to perform CPR |
| 4.Explain roles of an emergency response team. |
| 5.Demonstrate CPR Techniques. (requires certification) |
| 6.Demonstrate First Aid Techniques (requires certification) |
| **Anchor Standard: 2.1** Recognize the elements of communication using a sender-receiver model. |
| **Anchor Standard: 2.2** Identify barriers to accurate and appropriate communication. |
| **Anchor Standard: 2.3** Interpret verbal and nonverbal communications and respond appropriately. |
| **Anchor Standard: 5.1** Identify and ask significant questions that clarify various points of view to solve problems. |
| **Anchor Standard: 5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. |
| **Anchor Standard: 5.4** Interpret information and draw conclusions, based on the best analysis, to make informed decisions. |
| **Anchor Standard: 8.1** Access, analyze, and implement quality assurance standards of practice. |
| **Anchor Standard: 8.3** Demonstrate ethical and legal practices consistent with Public Services sector workplace standards. |
| **Anchor Standard: 8.7** Conform to rules and regulations regarding sharing of confidential information, as determined by Public Services sector laws and practices. |
| **Anchor Standard: 9.7** Participate in interactive teamwork to solve real Public Services sector issues and problems. |
| **Anchor Standard: 10.2** Comply with the rules, regulations, and expectations of all aspects of the Public Services sector. |
| **Anchor Standard: 11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Public-Services sector program of study. |
| **Pathway Standard: A2.5** Analyze information to make prompt, effective, and appropriate decisions. |
| **Pathway Standard: A4.1** Know the basic techniques and methods of active listening to obtain and clarify information in oral communications. |
| **Pathway Standard: A4.2** Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of non-verbal body language. |
| **Pathway Standard: A4.5** Practice public safety verbal communication techniques that can be used when interacting with difficult individuals. |
| **Pathway Standard: A4.6** Narrate a sequence of events consistent with agency reporting formats. |
| **Pathway Standard: A4.7** Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats. |
| **Academic Standards: LS 11-12.1, 11-12.2, 11-12.3, 11-12.6** |
| **Standards for Career Ready Practice (SCRP)**  **SCRP1-Apply appropriate technical skills and academic knowledge to successfully complete Unit 3 coursework.**  **SCRP2- Collect work samples, pictures and projects to include in portfolio.**  **SCRP3 – Student will develop and implement SMART goal related to Unit 3 activities.**  **SCRP7- Student will act responsibly in the classroom by following classroom rules, showing up on time, being prepared, and being an effective member of a team.**  **SCRP8 - Maintain weekly schedule and manage time to meet coursework deadlines.** |

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| **Unit 4** | **Emergency Planning & Disaster Control** | Class Hrs. | 10 | Lab Hrs. | **15** |

Description

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| Students will develop emergency planning skills and develop an emergency action plan. Communication skills are increased as they delegate responsibilities and communicate with emergency personnel. |
| **Unit 4 Competency:** Upon Completion of this unit, the student is able to: |
| 1.Define emergency plan and disaster control. |
| 2.Describe the guidelines of an emergency action plan. |
| 3.Describe how to contact appropriate authorities. |
| 4.Describe how to delegate responsibilities. |
| 5.Desribe how to establish facility security. |
| 6.Demonstrate emergency evacuation procedures. |
| 7.Define and describe the three components of medical emergency response (check, call, and care) |
| **Anchor Standard: 2.1** Recognize the elements of communication using a sender-receiver model. |
| **Anchor Standard: 2.2** Identify barriers to accurate and appropriate communication. |
| **Anchor Standard: 2.3** Interpret verbal and nonverbal communications and respond appropriately. |
| **Anchor Standard: 5.1** Identify and ask significant questions that clarify various points of view to solve problems. |
| **Anchor Standard: 5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. |
| **Anchor Standard: 5.4** Interpret information and draw conclusions, based on the best analysis, to make informed decisions. |
| **Anchor Standard: 8.1** Access, analyze, and implement quality assurance standards of practice. |
| **Anchor Standard: 8.3** Demonstrate ethical and legal practices consistent with Public Services sector workplace standards. |
| **Anchor Standard: 8.7** Conform to rules and regulations regarding sharing of confidential information, as determined by Public Services sector laws and practices. |
| **Anchor Standard: 9.7** Participate in interactive teamwork to solve real Public-Services sector issues and problems. |
| **Anchor Standard: 10.2** Comply with the rules, regulations, and expectations of all aspects of the Public Services sector. |
| **Anchor Standard: 11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Public-Services sector program of study. |
| **Pathway Standard: A2.5** Analyze information to make prompt, effective, and appropriate decisions. |
| **Pathway Standard: A4.1** Know the basic techniques and methods of active listening to obtain and clarify information in oral communications. |
| **Pathway Standard: A4.2** Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of non-verbal body language. |
| **Pathway Standard: A4.5** Practice public safety verbal communication techniques that can be used when interacting with difficult individuals. |
| **Pathway Standard: A4.6** Narrate a sequence of events consistent with agency reporting formats. |
| **Pathway Standard: A4.7** Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats. |
| **Academic Standards: LS 11-12.1, 11-12.2, 11-12.3, 11-12.6** |
| **Standards for Career Ready Practice (SCRP)**  **SCRP1-Apply appropriate technical skills and academic knowledge to successfully complete Unit 4 coursework.**  **SCRP2- Collect work samples, pictures and projects to include in portfolio.**  **SCRP2 – Effectively communicate through a variety of mediums.**  **SCRP3 – Student will develop and implement SMART goal related to Unit 4 activities.**  **SCRP5 – Use critical thinking skills in role-play to troubleshoot and solve potential issues related to the security field.**  **SCRP5 - Create an emergency action plan.**  **SCRP7- Student will act responsibly in the classroom by following classroom rules, showing up on time, being prepared, and being an effective member of a team.**  **SCRP8 - Maintain weekly schedule and manage time to meet coursework deadlines.** |

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| **Unit 5** | **Career Planning & Internship** | Class Hrs. | 10 | Lab Hrs. | **130** |

Description:

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| Students create a sample cover letter, personal resume, completed job application, thank you letter, and list of personal references. They develop their personal career portfolio that contains documents for getting a job as well as a career plan and selected work samples. Students practice appropriate communication and interviewing techniques. Students also participate in on-the-job training exercises and internships with the Sweetwater Union High School District and other industry partners. |
| **Unit 5 Competency:** Upon Completion of this unit, the student is able to: |
| **1.** Demonstrate the ability to write a cover letter. |
| **2.** Demonstrate the ability to complete a job application. |
| **3.** Demonstrate the ability to write a resume. |
| **4.** Demonstrate successful job interview skills. |
| **5.** Successfully assemble a personal career portfolio. |
| **6.** Communicate clearly and effectively within the classroom, at a place of employment, and in community settings. |
| **7.** Maintain professionalism on the job. |
| **8.** Carry out all aspects of the security officer profession. |
| **Anchor Standard: 2.1** Recognize the elements of communication using a sender-receiver model. |
| **Anchor Standard: 2.2** Identify barriers to accurate and appropriate communication. |
| **Anchor Standard: 2.3** Interpret verbal and nonverbal communications and respond appropriately. |
| **Anchor Standard: 5.1** Identify and ask significant questions that clarify various points of view to solve problems. |
| **Anchor Standard: 5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. |
| **Anchor Standard: 5.4** Interpret information and draw conclusions, based on the best analysis, to make informed decisions. |
| **Anchor Standard: 8.1** Access, analyze, and implement quality assurance standards of practice. |
| **Anchor Standard: 8.3** Demonstrate ethical and legal practices consistent with Public Services sector workplace standards. |
| **Anchor Standard: 8.7** Conform to rules and regulations regarding sharing of confidential information, as determined by Public Services sector laws and practices. |
| **Anchor Standard: 9.7** Participate in interactive teamwork to solve real Public-Services sector issues and problems. |
| **Anchor Standard: 10.2** Comply with the rules, regulations, and expectations of all aspects of the Public Services sector. |
| **Anchor Standard: 11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Public-Services sector program of study. |
| **Pathway Standard: A2.5** Analyze information to make prompt, effective, and appropriate decisions. |
| **Pathway Standard: A4.1** Know the basic techniques and methods of active listening to obtain and clarify information in oral communications. |
| **Pathway Standard: A4.2** Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of non-verbal body language. |
| **Pathway Standard: A4.5** Practice public safety verbal communication techniques that can be used when interacting with difficult individuals. |
| **Pathway Standard: A4.6** Narrate a sequence of events consistent with agency reporting formats. |
| **Pathway Standard: A4.7** Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats. |
| **Academic Standards: LS 11-12.1, 11-12.2, 11-12.3, 11-12.6** |
| **Standards for Career Ready Practice (SCRP)**  **SCRP1-Apply appropriate technical skills and academic knowledge to successfully complete Unit 5 coursework.**  **SCRP2- Collect work samples, pictures and projects to include in portfolio.**  **SCRP2-Participate in annual industry advisory meeting and will interact with peers, industry partners, and educators.**  **SCRP3 – Student will develop and implement SMART goal related to Unit 5 activities.**  **SCRP4-Use technology to create work samples and to complete online applications.**  **SCRP3-Develop career plan with supporting documentation; resume, references, etc.**  **SCRP 5 – Student will attend and speak at a school board meeting.**  **SCRP7- Student will act responsibly in the classroom by following classroom rules, showing up on time, being prepared, and being an effective member of a team.**  **SCRP8 - Maintain weekly schedule and manage time to meet coursework deadlines.**  **SCRP8-Model integrity, ethical leadership, and effective management while on the job.** |

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| **Totals** | **Theory Hrs.** | **80** | **Lab Hrs.** | **245** | **Total Hrs.** | **325** |