

SWEETWATER UNION HIGH SCHOOL DISTRICT  
DIVISION OF ADULT EDUCATION  
Career Technical Education

## **Security Officer I**

### **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 21<sup>st</sup> 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 14, 1999

### **Course Revision:**

December 16, 2002

December 13, 2004

December 11, 2006

December 15, 2008

July 26, 2010

July 23, 2012

May 12, 2014

June 27, 2016

## Basic Course Information

<b>Course Title:</b>	<b>Security Officer I</b>		
<b>CTE Industry Sector:</b>	<b>Public Service</b>		
<b>Career Pathway:</b>	<b>Public Safety</b>		
<b>Course Level:</b>	<input checked="" type="checkbox"/> x	Introductory	Concentration
<b>Course Number:</b>	1660		
<b>CBEDS Title:</b>	Introduction to Public Safety Careers		
<b>CBEDS Number:</b>	5846		
<b>Course Hours:</b>	Approximately 325 hours		
<b>Prerequisites:</b>	None		
<b>Evaluation:</b>	<ol style="list-style-type: none"> <li>1. Satisfactory completion of written assignments as evaluated by the instructor.</li> <li>2. Satisfactory completion of teacher-made and/or standardized tests as evaluated by the instructor.</li> <li>3. Satisfactory progress and participation in classroom activities as evaluated by the instructor.</li> </ol>		
<b>Conditions for Repetition:</b>	Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.		
<b>Articulation Information:</b>	NA		
<b>Articulation Credit:</b>	NA		
<b>High School elective Credit:</b>	None		
<b>Advisory Committee Meetings:</b>	<b>Annually (Job Corp and Sweetwater Union HS District, Adult CTE)</b>		

## Course Description

This course is designed to prepare students for the positions of unarmed security officer, patroller, gatekeeper and crossing guard. 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.

## Instructional Strategies

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

Textbooks: No textbook used

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

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	325
Security Officer - II	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	325
<ul style="list-style-type: none"> <li>Student can choose from the following groups:</li> </ul>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	

## Occupations for Identified Pathway

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)
<ul style="list-style-type: none"> <li>Crime Scene Technician</li> <li>Forensics Technician</li> <li>Corrections Officer</li> </ul>	<ul style="list-style-type: none"> <li>FBI Agent</li> <li>Police Lieutenant/Captain/Chief</li> <li>Federal Marshall</li> <li>Customs Agent</li> </ul>

## Course Goals

1. Gain an introduction to the background of the Public Service Industry as well as the qualifications of successful security officers.
2. Develop and demonstrate employability skills.
3. Develop and demonstrate social, personal and work skills.
4. Develop and demonstrate communication skills.
5. Develop and demonstrate physical fitness and health.
6. Learn acquired security and safety skills.
7. Operate and maintain security-related equipment.
8. Interpret and apply laws and regulations.
9. Conduct investigations.
10. Become familiar with courtroom procedures.

## Instructional Module/Unit

<b>Unit 1</b>	<b>Introduction</b>	Class Hrs.	5	Lab Hrs.	
---------------	---------------------	------------	---	----------	--

Description: Students will understand career paths

Students gain an introduction to the course and learn class expectations. They are introduced to the common traits exhibited by people successfully working in this field, personal qualifications, interests, aptitudes, and knowledge of skills necessary to succeed this career pathway. Students examine the historical and economic background of this field as well as

current opportunities available. In addition students will examine the personal, professional, and educational requirements needed to meet their goals.

**Unit 1 Competency:** Upon Completion of this unit, the student is able to:

**1.** Identify the personal qualifications, interests, aptitudes, knowledge and skills of a successful Security Officer.

**2.** Demonstrate an understanding of personal, professional, ethical, and educational requirements of this career field.

**Anchor Standard: 3.1** Identify personal interests, aptitudes, information and skills necessary for informed career decision making.

**Anchor Standard: 3.2** Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

**Anchor Standard: 3.4** Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

**Pathway Standard: A1.1** State the major types of occupations found in the Public Safety Pathway and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information.

**Pathway Standard: A1.6** Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in public safety.

**Academic Standards: LS 11-12.1, 11-12.2, 11-12.3, RSIT 11-12.7**

<b>Unit 2</b>	<b>Employability Skills</b>	Class Hrs.	10	Lab Hrs.	<b>50</b>
---------------	-----------------------------	------------	----	----------	-----------

Description:

Students will learn basic employability skills.

**Unit 2 Competency:** Upon Completion of this unit, the student is able to:

**1.** Demonstrate the ability to maintain proper dress, grooming and hygiene.

**2.** Demonstrate the ability to arrive for work on time.

**3.** Demonstrate the ability to project a professional image using proper self-presentation skills.

**4.** Demonstrate the ability to respond appropriately to supervision.

**5.** Demonstrate the ability to follow directions.

**6.** Demonstrate the ability to listen effectively.

**7.** Demonstrate the ability to ask for clarification when further information is required.

**8.** Demonstrate the ability to share information and explain procedures to another Person.

**9.** Demonstrate the ability to self-motivation and initiative.

**10.** Demonstrate the ability to interact effectively with the public.

**11.** Demonstrate the ability to work as a member of the team.

**12.** Demonstrate the ability to work harmoniously with diverse races, sexes, ages, and cultures.

**13.** Demonstrate the ability to troubleshoot and solve problems.

**14.** Demonstrate the ability to access and use information from manuals and computers.

<b>15. Demonstrate the ability to stay on task.</b>
<b>16. Demonstrate the ability to maintain equipment properly.</b>
<b>Anchor Standard: 3.2</b> Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
<b>Anchor Standard: 5.1</b> Identify and ask significant questions that clarify various points of view to solve problems.
<b>Anchor Standard: 5.2</b> Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
<b>Anchor Standard: 7.4</b> Practice time management and efficiency to fulfill responsibilities.
<b>Anchor Standard: 9.2</b> Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
<b>Anchor Standard: 9.3</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
<b>Anchor Standard: 9.7</b> Participate in interactive teamwork to solve real Public Services sector issues and problems.
<b>Anchor Standard: 10.2</b> Comply with the rules, regulations, and expectations of all aspects of the Public Services sector.
<b>Pathway Standard: A1.2</b> Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.
<b>Pathway Standard: A1.9</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
<b>Pathway Standard: A2.5</b> Analyze information to make prompt, effective, and appropriate decisions.
<b>Pathway Standard: A4.1</b> Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
<b>Pathway Standard: A4.4</b> Understand the professional use of a variety of communication methods and equipment.
<b>Academic Standards: LS 11-12.1, 11-12.2, 11-12.3 RSL 11-12.2 RSIT 11-12.1, 11-12.2, 11-12.7</b>

<b>Unit 3</b>	<b>Social, Personal and Work Skills</b>	<b>Class Hrs.</b>	<b>5</b>	<b>Lab Hrs.</b>	<b>20</b>
---------------	---	-------------------	----------	-----------------	-----------

**Description:**

Students will be instructed on the importance of knowing and following the policies and procedures posted at the worksite as well as in the classroom.

**Unit 3 Competency:** Upon Completion of this unit, the student is able to:

- 1.** Demonstrate understanding of classroom/company policies and procedures.
  - 2.** Explain how to maintain confidentiality and protect company information.
  - 3.** Adapt to new working conditions and shift work.
  - 4.** Develop and update plans for professional career progress.
- Anchor Standard: 3.4** Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- Anchor Standard: 3.9** Develop a career plan that reflects career interests, pathways,

and postsecondary options.
<b>Anchor Standard: 7.3</b> Understand the need to adapt to changing and varied roles and responsibilities.
<b>Anchor Standard: 8.4</b> Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
<b>Anchor Standard: 8.7</b> Conform to the rules and regulations regarding sharing of confidential information, as determined by Public Services sector laws and practices.
<b>Pathway Standard: A1.2</b> Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.
<b>Pathway Standard: A1.6</b> Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in public safety.
<b>Pathway Standard: A1.7</b> Understand the Selection process for many public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods.
<b>Pathway Standard: A3.3</b> Design and implement a personal plan for achieving and maintaining an acceptable level of agility and a lifetime fitness mindset.
<b>Pathway Standard: A6.3</b> Become familiar with personal safety procedures to meet prescribed regulations and situations.
<b>Academic Standards: LS 11-12.1, 11-12.2, 11-12.3, 11-12.6, WS 11-12.2, 11-12.4, 11-12.6, 11-12.8</b>

<b>Unit 4</b>	<b>Communication Skills</b>	<b>Class Hrs.</b>	<b>20</b>	<b>Lab Hrs.</b>	<b>20</b>
---------------	-----------------------------	-------------------	-----------	-----------------	-----------

#### Description

Student will learn how to write different types Security reports.
<b>Unit 4 Competency:</b> Upon Completion of this unit, the student is able to:
<b>1.</b> Develop and write field notes.
<b>2.</b> Maintain a logbook.
<b>3.</b> Demonstrate proper use of telephone features and phone etiquette.
<b>4.</b> Prepare and present effective, detailed written and oral reports.
<b>5.</b> Complete pre-printed reports and forms which are associated with security.
<b>Anchor Standard: 2.1 Recognize</b> the elements of communication using a sender-receiver model.
<b>Anchor Standard: 2.4</b> Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
<b>Anchor Standard: 4.1</b> Use electronic reference materials to gather information and produce products and services.
<b>Anchor Standard: 5.1</b> Identify and ask significant questions that clarify various points of view to solve problems.
<b>Anchor Standard: 10.1</b> Interpret and explain terminology and practices specific to the Public Services sector.
<b>Anchor Standard: 11.1</b> 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.
<b>Pathway Standard: A4.3</b> Demonstrate the use of clear, concise, and legible entries based on experience and observation to prepare and submit required reports.

<b>Pathway Standard A4.6</b> Narrate a sequence of events consistent with agency reporting formats.
<b>Pathway Standard A4.</b> Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats.
<b>Academic Standards: LS 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSLT 11-12.2 WS 11-12.1, 11-12.4, 11-12.5, 11-12.9 S-IC 6</b>

<b>Unit 5</b>	<b>Physical Fitness and Health</b>	Class Hrs.	25	Lab Hrs.	<b>25</b>
---------------	------------------------------------	------------	----	----------	-----------

Description:

Student will learn to identify types of communicable diseases and how to be protected from them. Student will also learn common prescription drugs and illegal narcotics and how they affect the human body.

**Unit 5 Competency:** Upon Completion of this unit, the student is able to:

1. Identify alcohol, prescription drugs and illegal narcotics, and describe their effects on the human body.
2. Explain HIV, AIDS, and other communicable diseases, and the methods of protection from these diseases.
3. Demonstrate techniques for managing stress.
4. Pass a standard physical fitness test.
5. Demonstrate basic unarmed self-defense.

**Anchor Standard: 6.5** Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

**Anchor Standard: 6.6** Maintain a safe and healthful working environment.

**Pathway Standard: A3.1** Understand the need for physical fitness and proper nutrition in the public safety career areas.

**Pathway Standard: A3.2** Recognize the different physical agility assessments required for entrance into a public safety career and understand the skills and techniques necessary for success in agility testing.

**Pathway Standard: A4.1** Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.

**Pathway Standard: A6.3** Become familiar with personal safety procedures to meet prescribed regulations and situations.

**Academic Standards: LS 11-12.1 11-12.6 SEP 8**

<b>Unit 6</b>	<b>Security and Safety Skills</b>	Class Hrs.	10	Lab Hrs.	<b>50</b>
---------------	-----------------------------------	------------	----	----------	-----------

Description:

Student will learn work-site safety procedures.

**Unit 6 Competency:** Upon Completion of this unit, the student is able to:

1. Explain the relationship between police officers and security officers.
2. Perform escort duties.
3. Explain proper bomb threat procedures.
4. Explain correct fire protection methods.
5. Explain and demonstrate crowd control methods.
6. Conduct security patrols.
7. Recognize and report persons displaying abnormal/suspicious behavior.
8. Inspect a facility.

<b>9.</b> Demonstrate emergency evacuation procedures.
<b>10.</b> Explain how to coordinate emergency response teams.
<b>11.</b> Demonstrate methods for directing traffic.
<b>12.</b> Explain how different alarm systems work.
<b>13.</b> Conduct a facility and/or area search.
<b>14.</b> Conduct personal searches.
<b>15.</b> Explain how to handle a person under the influence of drugs or alcohol.
<b>16.</b> Conduct a security survey.
<b>17.</b> Explain OSHA regulations and requirements.
<b>17.1</b> Explain hazardous materials and working conditions.
<b>17.2</b> Explain Work Site safety techniques.
<b>Anchor Standard: 2.5</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
<b>Anchor Standard: 5.1</b> Identify and ask significant questions that clarify various points of view to solve problems.
<b>Anchor Standard: 5.4</b> Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
<b>Anchor Standard: 6.6</b> Maintain a safe and healthful working environment.
<b>Anchor Standard: 6.7</b> Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
<b>Anchor Standard: 9.6</b> Respect individual and cultural differences and recognize the importance of diversity in the workplace.
<b>Anchor Standard: 9.7</b> Participate in interactive teamwork to solve real Public Services sector issues and problems.
<b>Anchor Standard: 11.1</b> 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.
<b>Pathway Standard: A1.11</b> Understand how to interact with others in ways that demonstrate respect for persons, property, individual lifestyle choices, and cultural differences.
<b>Pathway Standard: A4.4</b> Understand the professional use of a variety of communication methods and equipment.
<b>Pathway Standard: A4.5</b> Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.
<b>Pathway Standard: A5.2</b> Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.
<b>Pathway Standard: A6.2</b> Identify the skills required to deal effectively with emergency situations.
<b>Pathway Standard: A6.10</b> Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks.
<b>Academic Standards: LS 11-12.1, 11-12.3, RSIT 11-12.4 RHSS 11-12.1 SEP 8 AD 12.2.3</b>

<b>Unit 7</b>	<b>Operate and Maintain Security Related Equipment</b>	<b>Class Hrs.</b>	<b>20</b>	<b>Lab Hrs.</b>	<b>30</b>
---------------	--	-------------------	-----------	-----------------	-----------



Description

Student will learn how to properly use Security equipment.

**Unit 7 Competency:** Upon Completion of this unit, the student is able to:

**1. Demonstrate knowledge of two-way radio operation.**

**1.1** Explain how radios work and how they are used.

**1.2** Explain radio codes, phonetic alphabet, and military time.

**1.3** Define FCC and explain security-related radio requirements.

**1.4** Demonstrate the duties of a dispatcher.

**2. Demonstrate proper handcuffing technique.**

**2.1** Explain the parts and functions of handcuffs.

**2.2** Demonstrate how handcuffs are used.

**3. Possess a valid driver's license.**

**3.1** Explain emergency driving skills and techniques.

**4. Demonstrate proper fingerprinting techniques.**

**4.1** Fingerprint and an individual and be fingerprinted.

**4.2** Lift fingerprints for evidence.

**5. Demonstrate the proper use of photographic equipment.**

**6. Demonstrate the use of protective security equipment.**

**7. Demonstrate the use of a metal detector.**

**8. Explain watch clock tours.**

**9. Demonstrate basic computer operations.**

**10. Demonstrate word processing skills.**

**10.1** Keyboarding

**10.2** Computerized report writing.

**11. Explain pepper spray and its usage.**

**11.1** Complete approved pepper spray training and/or certification.

**12. Explain baton usage.**

**13. Explain firearms use and safety.**

**Anchor Standard: 2.1** Recognize the elements of communication using a sender-receiver model.

**Anchor Standard: 2.6** Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

**Anchor Standard: 6.1** Locate, and adhere to, Material Safety Data Sheet instructions.

**Anchor Standard: 6.3** Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

**Anchor Standard: 6.6** Maintain a safe and healthful working environment.

**Anchor Standard: 8.3** Demonstrate ethical and legal practices consistent with Public Services sector workplace standards.

**Anchor Standard: 10.2** Comply with the rules, regulations, and expectations of all aspects of the Public Services sector.

**Anchor Standard: 11.2** Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

**Pathway Standard: A1.4** Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.

**Pathway Standard: A1.11** Understand how to interact with others in ways that demonstrate respect for persons, property, individual lifestyle choices, and cultural

differences.
<b>Pathway Standard: A4.4</b> Understand the professional use of a variety of communication methods and equipment.
<b>Pathway Standard: A5.2</b> Explain the importance of individual liberties and civil rights provided in the constitution and how public safety workers should safeguard these rights when interacting with the public.
<b>Academic Standards: 11-12.1, 11-12.2, 11-12.6 RSLT 11-12.2, 11-12.3 WS 11-12.4</b>

<b>Unit 8</b>	<b>Interpret and Apply Laws and Regulations</b>	Class Hrs.	10	Lab Hrs.	<b>0</b>
---------------	---	------------	----	----------	----------

Description

Student will be instructed as to the need for legal assistance.
<b>Unit 8 Competency:</b> Upon Completion of this unit, the student is able to:
<b>1.</b> Identify the need for legal assistance.
<b>2.</b> Distinguish between necessary and excessive force.
<b>3.</b> Understand and demonstrate human rights.
<b>4.</b> Explain state certification requirements.
<b>4.1</b> Obtain state certification.
<b>5.</b> Demonstrate an understanding of constitutional rights.
<b>5.1</b> Explain Miranda warning applications.
<b>6.</b> Demonstrate and understand federal and state statutes.
<b>6.1</b> Demonstrate and understand arrest laws.
<b>6.2</b> Demonstrate and understand search and seizure laws.
<b>6.3</b> Explain laws that apply to juveniles.
<b>Anchor Standard: 3.4</b> Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
<b>Anchor Standard: 5.4</b> Interpret information and draw conclusions, based on best analysis, to make informed decisions.
<b>Anchor Standard: 8.2</b> Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Public Services Industry sector.
<b>Pathway Standard: A5.1</b> Describe how federal, state, and local laws and regulations affect public safety operations.
<b>Pathway Standard: A5.2</b> Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.
<b>Academic Standards: LS 11-12.1, 11-12.3 RLST 11-12.2 SEP 7, 8 AD 12.1.6</b>

<b>Unit 9</b>	<b>Investigations</b>	Class Hrs.	15	Lab Hrs.	<b>0</b>
---------------	-----------------------	------------	----	----------	----------

Description

Student will learn how to conduct basic investigations.
<b>Unit 9 Competency:</b> Upon Completion of this unit, the student is able to:
<b>1.</b> Demonstrate information-gathering techniques.
<b>2.</b> Demonstrate interviewing and interrogation techniques.
<b>3.</b> Explain and demonstrate how to protect and preserve a crime scene.

<b>Anchor Standard: 2.1</b> Recognize the elements of communication using a sender-receiver model.
<b>Anchor Standard: 2.2</b> Identify barriers to accurate and appropriate communication.
<b>Anchor Standard: 2.3</b> Interpret verbal and nonverbal communications and respond appropriately.
<b>Anchor Standard: 5.1</b> Identify and ask significant questions that clarify various points of view to solve problems.
<b>Anchor Standard: 5.2</b> Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
<b>Anchor Standard: 5.4</b> Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
<b>Anchor Standard: 8.1</b> Access, analyze, and implement quality assurance standards of practice.
<b>Anchor Standard: 8.3</b> Demonstrate ethical and legal practices consistent with Public Services sector workplace standards.
<b>Anchor Standard: 8.7</b> Conform to rules and regulations regarding sharing of confidential information, as determined by Public Services sector laws and practices.
<b>Anchor Standard: 9.7</b> Participate in interactive teamwork to solve real Public Services sector issues and problems.
<b>Anchor Standard: 10.2</b> Comply with the rules, regulations, and expectations of all aspects of the Public Services sector.
<b>Anchor Standard: 11.1</b> 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.
<b>Pathway Standard: A2.5</b> Analyze information to make prompt, effective, and appropriate decisions.
<b>Pathway Standard: A4.1</b> Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
<b>Pathway Standard: A4.2</b> 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.
<b>Pathway Standard: A4.5</b> Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.
<b>Pathway Standard: A4.6</b> Narrate a sequence of events consistent with agency reporting formats.
<b>Pathway Standard: A4.7</b> Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats.
<b>Academic Standards: LS 11-12.1, 11-12.2, 11-12.3, 11-12.6</b>

<b>Unit 10</b>	<b>Courtroom Procedures</b>	<b>Class Hrs.</b>	<b>10</b>	<b>Lab Hrs.</b>	<b>0</b>
----------------	-----------------------------	-------------------	-----------	-----------------	----------

Description

Student will learn basic courtroom procedures.

**Unit 10 Competency:** Upon Completion of this unit, the student is able to:

**1.** Explain appropriate courtroom conduct.

**2.** Conduct him/her self in an appropriate manner in a courtroom setting.

**Anchor Standard: 2.2** Identify barriers to accurate and appropriate communication.

**Anchor Standard: 8.3** Demonstrate ethical and legal practices consistent with Public Services sector workplace standards.

**Pathway Standard: A4.1** Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.

**Academic Standards: LS 11-12.1**

<b>Totals</b>	<b>Theory Hrs.</b>	<b>130</b>	<b>Lab Hrs.</b>	<b>195</b>	<b>Total Hrs.</b>	<b>325</b>
---------------	--------------------	------------	-----------------	------------	-------------------	------------

**APPENDIX A:**

**MATRIX FOR ALL ASPECTS OF THE INDUSTRY**

All Aspects of the Industry is a key element of the Carl D. Perkins Vocational and Applied Technology Education Act and the School-to Work Opportunities Act. Both acts emphasize giving students a comprehensive perspective and range of skills across an industry. The Perkins Act requires programs to “provide students with strong experience in and understanding of all aspects of the industry students are preparing to enter”. The Act identifies eight aspects in particular, which are common to any business or industry. Programs receiving Perkins funds are required to include the teaching of these concepts to provide students with the skills necessary to be successful in their employment.

**STRATEGIES**

Below is a matrix showing the components of “All Aspects of the Industry for the *name of Course.*” A list of strategies is provided for each component.

ASPECTS	SEQUENCE OF COURSES	
	Course 1: Security Officer I	Course 1: Security Officer II
<b>Planning</b>	Planning, preparation, and implementation of Security that meets the customer requests. Plan emergency procedures to help minimize property damage and injuries.	Students expand on the planning and preparation skills to include personal protection of executives and VIP customers. Students also research and complete a plan for entering the workforce upon completion of the program.
<b>Management</b>	Students are exposed to an overview of management practices within the Security industry. Students are given the opportunity other students and sites to give real world experiences.	Management skills are built upon the classroom and work site in real world experiences. Students are given opportunities to “manage” staff as they prepare and then go out in the field and provide protective services. This includes scheduling and logistics.
<b>Finance</b>	Students research jobs in the industry, education and training required, and salary to plan their professional career. Students use this information to make the best financial plan for their future.	Students learn to identify and track expenses that they may incur in the industry such as certifications, uniforms, and devices not provided by an employer.
<b>Technical &amp; Production Skills</b>	Students are exposed to computerized report writing, walk through and hand held metal detectors, and computerized fingerprinting (livescan).	Students gain proficiency in using hand held metal detectors, two-way radios, handcuffs, pepper spray and baton usage. They also participate in work-based training and provide security for a variety of events and occasions within the community.
<b>Underlying Principles Of Technology</b>	Students are knowledgeable about internet protocol as well as word processing skills.	Students gain proficiency in computer based reporting techniques and improve on word processing and typing speeds.
<b>Labor Issues</b>	Students are exposed to labor issues such as worker’s rights, labor unions, labor history and methods used for expanding the worker’s role.	Students become more familiar with worker’s rights, labor unions, labor history and methods used for expanding the worker’s role as they develop their portfolio and prepare to enter the workforce.

<b>Community Issues</b>	Students complete 40 hours or more of Community Service in the Security field. Students volunteer Security Services to help non-profit organizations.	Students continue their work-based training experience in the community.
<b>Health, Safety, &amp; Environmental Issues</b>	Students are exposed to OSHA and HAZMAT laws. Students are knowledgeable in safety and health practices industry wide. CPR/First Aid Certified.	Students apply safety and health practices in the classroom and out in the community. They also learn to prepare for a variety of health, safety, and environmental threats.