

CPO Review Guide should be a part of every unit - [Click Here](#)

Course: Security and Protective Services	Semester: TBD
Unit #1: Foundations of Protection Officer	Duration of Unit: 7.5 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Main Standards: Standard #1: Describe concepts and theories of asset protection and security. Standard #2: Describe the security officer of the 21st century. Standard #3: Describe the legal aspects of security. Standard #4: Explain effective communications.	
Supporting Standards (if any): None	
Essential Questions: Standard #1: What are the Concepts and Evolution of Asset Protection and Security? Standard #2: Why is training vital for successful security professionals? Standard #3: What are the legal aspects of security? Standard #4: Why is effective communications necessary?	
Student-Friendly Learning Targets: Standard #1: • I can explain the valuation of an asset. • I can describe the concept of “asset protection”. Standard #2: • I can explain why training is vital for successful security professionals. • I understand the importance of writing reports. Standard #3: • I can describe the difference between civil and criminal law. • I understand how to reduce the liability of the security professional and the employer. Standard #4: • I can explain why effective communications are necessary. • I can describe the six essentials of effective communications.	

Essential Vocabulary	
Key Academic Vocabulary: Asset , Asset Valuation, Asset Protection, Layered Security, Risk, Vulnerability, Risk Management, Formal Report, Progress Report, Final Report, Supplemental Report, Common Law, Case Law, Statutes, Criminal Laws, Civil Law, Contracts, Torts, Civil Liability, Negligence, Faithful Reproduction, Effective Communications, Top-down, Bottom-up, Horizontal, Grapevine Scaffolded (Review) Academic Vocabulary:	
PLC Question Two: How will we know when students have learned?	
Assessment and Evidence	
Classroom Assessments: Vocabulary Activities, Projects, Worksheets, Summative Assessment	
Proficiency Scales	
Score 4.0	<i>The student will:</i> ● Explain the concept of “asset valuation”. ● Explain the four channels of communications. ● Describe the Concepts and Evolution of Asset Protection and Security.
Score 3.0	<i>The student will:</i> ● Understand how to reduce the liability of the security professional and the employer.. ● Discuss the difference between civil and criminal law. ● Explain why effective communications are necessary
Score 2.0	<i>The student will:</i> ● Identify the six essentials of effective communications. ● Discuss the importance of writing reports. ● Understand why training is vital for successful security professionals.

Planning Question: How will teachers facilitate the learning?

Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
Segment 1 Time - 20 mins Opening/Sponge/Motivator - Explain how word searches help learn the structure and spelling of new words Activity - Word Search Assessment - Word searches will be graded Closure - Explain that some people might need more time to finish but move on to crossword	Engagement: - Remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups - Word searches can be very difficult and frustrating for some students - particularly dyslexia Student Reminders: - Remind students to stay on task as there is more to this assignment	- Student Computers - Highlighters - Pen or Pencil Word Search Word Search Answer Key ❖ Vocabulary and Definitions (instructors Only)
Segment 2 Time – 20 mins Opening/Sponge/Motivator - Explain that crosswords are a fun way to begin to learn definitions. Tell them the crossword clues are the definitions that will be on the quiz Activity - Crossword puzzle Assessment - Check for understanding Closure - Explain that some people might need more time to finish but move on to crossword	Engagement: - remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - remind students to stay on task as there is more to this assignment	- Student Computer - Pen or Pencil Crossword Crossword Answer Key

Segment 3 Time - 20 minutes Opening/Sponge/Motivator - Explain the importance of breaking words down and dissecting for further understanding. Having students hand write flashcards helps them retain the information Activity - Vocabulary flashcards traditional or using the Frayer Model of flashcards Assessment - Flashcards are graded Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - Explain and show examples of Frayer Model flashcards or traditional flashcards Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task	- Student Computer - Index Cards Frayer Model Quizlet
Segment 4 Time – 20 mins Opening/Sponge/Motivator - Explain the importance of understanding what is an Asset. Activity - PowerPoint Presentation: “Concepts and Evolution of Asset Protection and Security” Slides 1-15 Assessment - Check for understanding Closure - Continue to next segment	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders: - Remind students to stay focused and on task	- Whiteboard/smartboard - Computer - PowerPoint Presentation: “Concepts and Evolution of Asset Protection and Security” Slides 1-15 ❖ “Can Also Assign Reading Chapter 1 in the New Textbook”

Segment 5 Time – 20 mins Opening/Sponge/Motivator - Discuss different threats, vulnerability and risks. Activity - Read the article “Threat, Vulnerability & Risk: Difference & Examples” and complete the worksheet Assessment - Worksheet will be graded Closure - Check for Understanding	Engagement: - Remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders: - Remind students to stay on task	- Student Computer - Pen or Pencil - Article: “Threat, Vulnerability & Risk: Difference & Examples” Worksheet #1 Worksheet #1 Answer Key
Segment 6 Time – 20 mins Opening/Sponge/Motivator - Discuss different threats, vulnerability and risks. Activity - Read the article “Threat, Vulnerability & Risk: Difference & Examples” and complete the worksheet Assessment - Worksheet will be graded Closure - Check for Understanding	Engagement: - Remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders: - Remind students to stay on task	- Pen or Pencil - Article: “Threat, Vulnerability & Risk: Difference & Examples” Worksheet #1 Worksheet #1 Answer Key
Segment 7 Time – 20 mins Opening/Sponge/Motivator Activity - Powerpoint Presentation: “The Security Officer of the 21st Century” and Worksheet #2	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding	- Whiteboard/smartboard - Computer - PowerPoint Presentation “The Security Officer of the 21st Century” Slides 16-26 Worksheet #2 Worksheet #2 Answer Key

Assessment - Worksheet will be graded Closure - Continue onto next Segment	Student Reminders: Remind students to stay focused and on task	❖ “Can Also Assign Reading Chapter 3 in the New Textbook”
Segment 8 Time – 20 mins Opening/Sponge/Motivator Activity - Powerpoint Presentation: “The Security Officer of the 21st Century” Assessment - Worksheet will be graded Closure - Check for understanding	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders: - Remind students to stay focused and on task	- Whiteboard/smartboard - Computer - PowerPoint Presentation “The Security Officer of the 21st Century” Slides 16-26 Worksheet #2 Worksheet #2 Answer Key ❖ Assign Reading Chapter 3 in the New Textbook
Segment 9 Time – 20 mins Opening/Sponge/Motivator - Explain the Legal Aspects of Security Activity - PowerPoint Presentation: “Legal Aspects of Security” Slides 27-39 Assessment - Check for understanding Closure - Move onto next segment	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders: - Remind students to stay focused and on task	- Whiteboard/smartboard - Computer - PowerPoint Presentation: “Legal Aspects of Security” Slides 27-39 ❖ “Can Also Assign Reading Chapter 7 in the New Textbook”
Segment 10 Time – 20 mins Opening/Sponge/Motivator Activity - Read the article “Legal Aspects of Digital Criminal Evidence” and complete the worksheet Assessment	Engagement: - Remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders: - Remind students to stay on tas	- Whiteboard/smartboard - Computer - Article “Legal Aspects of Digital Criminal Evidence”. Worksheet #3 Worksheet #3 Answer Key

- Worksheet will be graded Closure - Check for understanding		
Segment 11 Time – 20 mins Opening/Sponge/Motivator Activity - Read the article “Legal Aspects of Digital Criminal Evidence” and complete the worksheet Assessment - Worksheet will be graded Closure - Check for understanding	Engagement: - Remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders: - Remind students to stay on tas	- Whiteboard/smartboard - Computer - Article “Legal Aspects of Digital Criminal Evidence”. Worksheet #3 Worksheet #3 Answer Key
Segment 12 Time – 20 mins Opening/Sponge/Motivator Activity - PowerPoint Presentation: “Effective Communications” Slides 40-52 Assessment - Check for understanding Closure - Discuss the importance of effective communication in security and protective services	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders: - Remind students to stay focused and on task	- Whiteboard/smartboard - Computer - PowerPoint Presentation: “Effective Communications” Slides 40-52
Segment 13 Time – 30 mins Opening/Sponge/Motivator Divide students into small groups. It is suggested the groups be larger than 2 but no more than 4 per group. Activity	Engagement: Walk around the room monitoring students’ progress, assisting them where needed Student Interactions:	- Student computers - Printer paper - Printer (color printer preferred) Unit 1 Project 1 ❖ Special Note: Part 2 of this Project will be in Unit 2 Part 1

- Security Awareness Project #1 Assessment - Graded according to rubric Closure - Continue to next segment	- Students will be working in small groups interacting with each other within their respective groups - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task	
Segment 14 Time – 30 mins Opening/Sponge/Motivator - Students will continue to be in their groups Activity - Security Awareness Project #1 Assessment - Graded according to rubric Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - Walk around the room monitoring students' progress, assisting them where needed Student Interactions: - Students will be working in small groups interacting with each other within their respective groups - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task	- Student computers - Printer paper - Printer (color printer preferred) Unit 1 Project 1 ❖ Special Note: Part 2 of this Project will be in Unit 2 Part 1
Segment 15 Time – 40 mins (Depends on number of Groups) Opening/Sponge/Motivator - Ensure students are ready for their presentations. Review a few tips on public speaking or presentations Activity - Project #2 Presentations - groups should present their publications and digital presentations to the class. This presentation should be more formal than the previous project. Assessment - Grade according to rubric	Engagement: - Give verbal feedback to students after presentation Student Interactions: - Students will be showing their completed project to the class and verbally explaining Student Reminders - Remind students to be kind and considerate to their classmates during presentations	Project Sheet with attached rubric ❖ Special Note: Part 2 of this Project will be in Unit 2 Part 1

- Give feedback on presentation and publications by commenting on the grading sheet. Closure - Continue to next segment		
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Segment 22 Time – 30 mins Opening/Sponge/Motivator - Encourage students Activity - Teachers should choose a review activity. Games or activities that are fun work best Assessment - check for understanding Closure - Encourage students to study and do well on the test	Engagement: - Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: - Guide the activity with the students' participation - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind the students to study	- Ideas for Review games: ★ Quizlet ★ Quizizz.com ★ Jeopardy ★ Trasketball
Segment 23 Time – 30 mins Opening/Sponge/Motivator - Review testing strategies Activity - Unit 1 Vocabulary Test Assessment - Graded for accuracy Closure	Engagement: - Walk the room to ensure academic integrity Student Interactions: - Students will be working individually on the assessment Student Reminders - Remind students to use integrity during test taking - Remind students to remain quiet until all students have finished	- Student Computer - Pen or Pencil Unit 1 Vocabulary Test Unit 1 Vocabulary Test Answer Key

Segment 24 Time – 20 mins Opening/Sponge/Motivator - Review test taking strategies Activity - Unit 1 Summative Assessment Assessment - Graded for accuracy Closure - Continue to next Segment	Engagement: - Walk the room to ensure academic integrity Student Interactions: - Students will be working individually on the assessment Student Reminders - Remind students to use integrity during test taking - Remind students to remain quiet until all students have finished	- Student Computer - Pen or Pencil - Unit 1: Test - Unit 1: Test Answer Key
Segment 25 Time – 20 mins Opening/Sponge/Motivator - Review test taking strategies Activity - Unit 1 Summative Assessment Assessment - Graded for accuracy Closure - Continue to Unit 2	Engagement: - Walk the room to ensure academic integrity Student Interactions: - Students will be working individually on the assessment Student Reminders - Remind students to use integrity during test taking - Remind students to remain quiet until all students have finished	- Student Computer - Pen or Pencil - Unit 1: Test - Unit 1: Test Answer Key

PLC Question Three: What will we do when students have not learned?	
Interventions - Reteach - Recovery - Peer teach - Alternative assignments	

PLC Question Four: What will we do when students have learned?

Enrichment

Additional Information Related to the Unit:

- [Unit 1: Final Exam Review Guide](#)

SkillsUSA Connection(s):

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Notes:

- Guest Speakers
- Fields Trips

Pacing from a comprehensive high school with 90-minute block class periods:

- Three or four blocks per class period (depending on the capabilities of the class).
- 20- 30-minute block in class assignments.
- Pace lessons at Teacher's Discretion.
- Optional Assignments at the Teacher's Discretion.
- Block Quizzes and Summative Assessment at the Teacher's Discretion.
- Grading is at the Teachers Discretion or that of the individual LEA.

Be sure to have students look over the Final Exam Review Guide before moving on to next Unit

Pacing Guide

Week 1

Day 1: Word Search, Crossword Puzzle, Index Cards

Day 2: PowerPoint Presentation: "Concepts and Evolution of Asset Protection and Security", WorkSheet 1

Day 3: Powerpoint Presentation: "The Security Officer of the 21st Century" and Worksheet #2

Day 4: PowerPoint Presentation: "Legal Aspects of Security", Worksheet #3

Day 5: PowerPoint Presentation: "Effective Communications", Project #1

Week 2

Day 1: Project #1

Day 2: Review, Vocabulary Test

Day 3: Unit Test