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| Course: Security and Protective Services | Semester: TBD |
| Unit: LPSCS-SPS #9, Standards #9.1, #9.2, #9.3, #9.4, and #9.5. | Duration of Unit: hours 12 hours, + / - |
| <i>PLC Question One: What do we want all students to know and be able to do?</i> | |
| Main Standards: LPSCS-SPS #9, Standard #1. Legal Aspects of Security LPSCS-SPS #9, Standard #2. Legal Issues Involving the Use of Force LPSCS-SPS #9, Standard #3. Defensive Tactics LPSCS-SPS #9, Standard #4. Industrial Hazards, Safety and the Security Patrol Officer LPSCS-SPS #9, Standard #5. Apprehension and Detention Procedures | |

Supporting Standards (if any):

LPSCS-SPS #9, Standard #1.

- A. List the three categories of law
- B. List the categories of civil law
- C. List examples of torts
- D. Describe search and seizure limitations for security officers
- E. Citizens Arrest Laws

LPSCS-SPS #9, Standard #2.

- A. List the components of use of force
- B. Explain the reasonableness standard for use of force
- C. Explain civil liability for security officers
- D. Describe tactics to avoid use of force
- E. Describe the escalation/de-escalation continuum

LPSCS-SPS #9, Standard #3.

- A. Describe tactics to avoid potential situations
- B. Describe security officer prevention equipment
- C. List safe areas
- D. Describe common threats in secured areas

LPSCS-SPS #9, Standard #4.

- A. Define industrial hazards
- B. List common hazards
- C. Describe types of loss

LPSCS-SPS #9, Standard #5.

- A. Define arrest
- B. Explain what constitutes an arrest
- C. Explain the origin of protection officer authority
- D. Explain proper documentation of physical interactions
- E. Explain civil and criminal liability in physical interactions

Essential Question: LPSCS-SPS #9, Standard #1. Why is it vitally important for Security Professionals to understand the legal aspects of their job?

Essential Question: LPSCS-SPS #9, Standard #2. How does a Security Officer know what amount of “Force” is appropriate?

Essential Question: LPSCS-SPS #9, Standard #3. How are Security Officers allowed to defend themselves?

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| Essential Question: LPSCS-SPS #9, Standard #4. What are the most common hazards a Security Officer has to be prepared for? |
| Essential Question: LPSCS-SPS #9, Standard #5. How are Security Officers allowed to “Legally” detain a suspect? |
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| Student-Friendly Learning Targets: |
| <p>LPSCS-SPS #9, Standard #1</p> <ul style="list-style-type: none"> • I can identify the three types of laws and the difference between civil and criminal law • I can differentiate between the “Burden of Proof” and “Balance of Probabilities”. |
| <p>LPSCS-SPS #9, Standard #2</p> <ul style="list-style-type: none"> • I can explain the reasonableness standard when discussing the security officer’s “Use of Force”. • I can identify and explain several tactics that security officers can use to avoid having to use force. |
| <p>LPSCS-SPS #9, Standard #3</p> <ul style="list-style-type: none"> • I can identify what may be seen as “safe areas” that a Security Officer might need to retreat to in an emergency. • I can recognize several common human threats that Security Officers occasionally encounter during their duties. |
| <p>LPSCS-SPS #9, Standard #4</p> <ul style="list-style-type: none"> • I can identify several common industrial hazards that Security Officers encounter during their routine duties. • I can describe different types of losses that companies incur as a result of industrial mishaps. |
| <p>LPSCS-SPS #9, Standard #5</p> <ul style="list-style-type: none"> • I can explain the definition of a “valid arrest”, and when it is an appropriate course of action. • I can differentiate between the civil and criminal liability that Security Officers and their employers expose themselves to when they are required to take someone into custody. |
| Essential Vocabulary |
| <p>Key Academic Vocabulary:</p> <p>LPSCS-SPS #9, Standard #1. Common Law, Case Law, Statutes, Criminal Law, Civil Law, Contracts, Warranties, Torts, Civil Liability, Negligence, Hearsay Evidence,</p> <p>LPSCS-SPS #9, Standard #2. Use of Force, Arrest, Detention, Aggressor, Plaintiff, Excessive Force, De-escalation, Liability, Justification, Reasonableness, Preclusion, Manifest Intent, Jeopardy, Retreat,</p> <p>LPSCS-SPS #9, Standard #3. Defensive Tactics, Impact Weapon, Pressure Point Control, Threat Assessment, Post Orders, Passive Resistance, Defensive Resistance, Mob Mentality, Chemical Controls, Electronic Controls, Striking Techniques,</p> <p>LPSCS-SPS #9, Standard #4. Industrial Hazards, Workplace Accident, Workplace Violence, Risks Assessment, Domestic Violence, Vandalism, Slip and fall, PPE, Workplace Injury, Fitness for Duty,</p> <p>LPSCS-SPS #9, Standard #5. Arrest, Assault, Battery, False Arrest, Apprehension, Detention, Reasonableness, Tort, Civil Liability, Malicious Prosecution,</p> |

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| Scaffolded (Review) Academic Vocabulary: | |
| <i>PLC Question Two: How will we know when students have learned?</i> | |
| Assessment and Evidence | |
| Classroom Assessments: LPSCS-SPS #9, Standard 1. Vocabulary and/or End of Unit Quiz LPSCS-SPS #9, Standard 2. Vocabulary and/or End of Unit Quiz LPSCS-SPS #9, Standard 3. Vocabulary and/or End of Unit Quiz LPSCS-SPS #9, Standard 4. Vocabulary and/or End of Unit Quiz LPSCS-SPS #9, Standard 5. Vocabulary and/or End of Unit Quiz PowerPoint question and answer feedback Completion of Guided Notes and Fill in the Blank notes in class setting Class Observation, informal feedback assessment Other assignments as designated by the teacher/instructor Summative Assessment - traditional written multiple choice test | |
| Proficiency Scales | |
| Score 4.0 | <i>The student will:</i> Standard #1. Will be able to explain the differences of “The Burden of Proof”, in both Criminal Proceedings and Civil Cases. Standard #2. Will be able to define and explain the 3 components of the use of force and how they are applied. Standard #3. Will be able to evaluate the several tactics designed to prevent dangerous encounters with aggressive individuals. Standard #4. Will be able to explore common and potential industrial hazards found to be a threat to a Security Officer. Standard #5. Will be able to evaluate the appropriate conditions that allow a Security Officer to arrest/detain a criminal suspect. |
| Score 3.0 | <i>The student will:</i> Standard #1. Will be able to discuss the difference of “The Burden of Proof”, in both Criminal Proceedings and Civil Cases. Standard #2. Will be able to identify and discuss the 3 components of the use of force and how they are applied. Standard #3. Will be able to discuss the several tactics designed to prevent dangerous encounters with aggressive individuals. |

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| | Standard #4. Will be able to define common and potential industrial hazards found to be a threat to a Security Officer. Standard #5. Will be able to explain the conditions that allow for a Security Officer to arrest/detain a criminal suspect. | |
| Score 2.0 | <i>The student will:</i> Standard #1. Will be able to identify the difference of “The Burden of Proof”, in both Criminal Proceedings and Civil Cases. Standard #2. Will be able to recognize and list the 3 components of the use of force. Standard #3. Will be able to identify several tactics designed to prevent dangerous encounters with aggressive individuals. Standard #4. Will be able to recognize common and potential industrial hazards found to be a threat to a Security Officer. Standard #5. Will be able to recognize the guidelines that allow for a Security Officer to arrest/detain a criminal suspect. | |
| Planning Question: How will teachers facilitate the learning? | | |
| Daily Lesson Planning | Daily Reminders: | Supporting Resources & Equipment |
| Segment 1, Standard #9.1, Vocabulary Introduction Time: 30 Minutes Opening/Sponge/Motivator <ul style="list-style-type: none">● Introduction of Standard 9.1● Bell Ringer (teachers choice) Students respond to a related prompt. (In writing or an oral discussion).● Provide the class with “Exploring the Legal Aspects of Security” and provide a brief overview.● Explain how using vocabulary matching helps learn the | Engagement: <ul style="list-style-type: none">● Remind students to stay on task and bring up assignment as completed Teacher should move around the classroom to ensure that students are progressing Student Interactions: Teachers might allow ESL or SE students to work with peer mentors or in small groups Vocabulary Matching can be very challenging and frustrating for some students - particularly dyslexi Student Reminders <ul style="list-style-type: none">● Remind students to stay on task as there is more to this assignment | <ul style="list-style-type: none">● Instructor can create his/her own Bell Ringer prompt.● Vocabulary Matching● Smart Board or other board display technology● Highlighter● Vocabulary Matching Answer Key● IFPO textbook or pdf text |

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| <p>definitions and structure of new and related words.</p> <p>Activity</p> <ul style="list-style-type: none"> • Unit Vocabulary (Vocabulary Matching) <p>Assessment</p> <ul style="list-style-type: none"> • Vocabulary Matching will be graded • Conduct discussion to determine class prior or existing knowledge <p>Closure</p> <ul style="list-style-type: none"> • Explain that some people might need more time to finish • Encourage students to become familiar with vocabulary | <ul style="list-style-type: none"> • Encourage proficient students to assist less advanced students • Remind students that all vocabulary words are testable | |
| <p>Segment 2, Class Lecture, Standard 9.1, Part #1</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Explain the importance of “Exploring the Legal Aspects of Security”, and the necessity of the security professional to know the law in regards to the security industry <p>Activity</p> <ul style="list-style-type: none"> • Direct students to the, “Exploring the Legal Aspects | <p>Engagement:</p> <ul style="list-style-type: none"> • Engage students during presentation of slides • Ensure that students have located and have a hard copy or a fillable online document. <p>Student Interactions:</p> <ul style="list-style-type: none"> • Students should be interacting through open discussion and feedback during presentation to ensure understanding • Ensure that students are “keeping up” as lecture answers “Fill in the Blank Document ”. <p>Student Reminders</p> | <ul style="list-style-type: none"> • PowerPoint Presentation, “Exploring the Legal Aspects of Security” • “Exploring the Legal Aspects of Security”, Fill in the Blank Document, Part #1 • Fillable Document Answer Key • Smart Board or other board display technology. • IFPO textbook or pdf text. |

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| <p>of Security”, Fill in the Blank Document, Part #1</p> <ul style="list-style-type: none"> • PowerPoint Presentation, “Exploring the Legal Aspects of Security”. <p>Assessment Classroom Discussion</p> <ul style="list-style-type: none"> • Refresher of Unit Vocabulary in the, “Exploring the Legal Aspects of Security”, Fill in the Blank Document, Part #1 • Check for completion • Check for understanding and clarity • Reinforce importance of the Legal Aspects of the Security Industry <p>Closure</p> <ul style="list-style-type: none"> • Review the presentation, ask what they found interesting and check for understanding. | <ul style="list-style-type: none"> • Remind students to stay focused and on task • Encourage proficient students to assist less advanced students • Remind student that many of the words and concepts included on the Fill in the Blank Document will be testable | |
| <p>Segment 3, Vocabulary Crossword Assignment (Optional, Teachers discretion)</p> <p>Time: 30 minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Explain the crossword is a fun way to begin to learn definitions. Tell them the crossword clues are the definitions that will be on the quiz <p>Activity</p> | <p>Engagement:</p> <ul style="list-style-type: none"> • Remind students to stay on task and bring up assignment as completed • Teacher should move around the classroom to ensure that students are progressing <p>Student Interactions:</p> <ul style="list-style-type: none"> • You might allow ESL or SE students to work with peer mentors or in small groups • Crossword Puzzles can be very difficult and frustrating for some | <ul style="list-style-type: none"> • Crossword Puzzle Sheet • Crossword Puzzle Answer Sheet • Smart Board or other board display technology • Crossword puzzle dictionary (optional) • IFPO textbook or pdf text |

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| <ul style="list-style-type: none"> ● Initiate Crossword Puzzle (Optional) <p>Assessment</p> <ul style="list-style-type: none"> ● Review Crossword answers ● Explain challenging word concepts ● Check for understanding <p>Closure</p> <ul style="list-style-type: none"> ● Explain that some people might need more time to finish ● Reinforce vocabulary definitions and concepts | <p>students - particularly dyslexia or attention challenged</p> <p>Student Reminders</p> <ul style="list-style-type: none"> ● Remind students to stay on task as there is more to this assignment ● encourage proficient students to assist less advanced students ● Remind students that the vocabulary words and definitions are testable | |
| <p>Segment 4, Class Lecture, Standard 9.1, Part #2</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Reinforce the importance of “Exploring the Legal Aspects of Security”, and the necessity of the security professional to know the law in regards to the security industry <p>Activity</p> <ul style="list-style-type: none"> ● Direct students to the, “Exploring the Legal Aspects of Security”, Fill in the Blank Document, Part #2 | <p>Engagement:</p> <ul style="list-style-type: none"> ● Engage students during presentation of slides ● Ensure that students have located and have a hard copy or a fillable online document. <p>Student Interactions:</p> <ul style="list-style-type: none"> ● Students should be interacting through open discussion and feedback during presentation to ensure understanding ● Ensure that students are “keeping up” as lecture answers “Fill in the Blank Document”. <p>Student Reminders</p> <ul style="list-style-type: none"> ● Remind students to stay focused and on task ● Encourage proficient students to assist less advanced students | <ul style="list-style-type: none"> ● PowerPoint Presentation, “Exploring the Legal Aspects of Security” ● “Exploring the Legal Aspects of Security”, Fill in the Blank Document, Part #2 ● “Exploring the Legal Aspects of Security, Part #2, Fillable Document Answer Key ● Smart Board or other board display technology. ● IFPO textbook or pdf text. |

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| <ul style="list-style-type: none"> ● PowerPoint Presentation, "Exploring the Legal Aspects of Security". <p>Assessment</p> <ul style="list-style-type: none"> ● Refresher of Unit Vocabulary in the, "Exploring the Legal Aspects of Security", Fill in the Blank Document, Part #2 ● Check for completion ● Check for understanding and clarity ● Reinforce importance of the Legal Aspects of the Security Industry <p>Closure</p> <ul style="list-style-type: none"> ● Review the presentation, ask what they found interesting and check for understanding. | <ul style="list-style-type: none"> ● Remind student that many of the words and concepts included on the Fill in the Blank Document will be testable | |
| <p>Segment 5, Review Standard #9.1, and Quiz</p> <p>Time: 60 Minutes +/-</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Reinforce the importance of understanding "Exploring the Legal Aspects of Security". ● Conduct quick refresher on unit vocabulary and lecture content <p>Activity</p> <ul style="list-style-type: none"> ● Conduct Standard #9.1 review and quiz | <p>Engagement:</p> <ul style="list-style-type: none"> ● Engage students in review of vital Standard #9.1 information. ● Ensure clarity on critical information. ● Model confidence and motivation <p>Student Interactions:</p> <ul style="list-style-type: none"> ● Encourage students in the concept of positive mental attitude. ● Direct students in a moment of focus and confidence. <p>Student Reminders Remind students to stay focused and on task. Remind students that they have covered the material and that they</p> | <ul style="list-style-type: none"> ● Students should have access to individual computers or a "hard copy" (if necessary) of the quiz. ● Access to Smartboard or other display technology. ● Proper writing utensils ● Quiz key (Teacher's discretion) |

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| <ul style="list-style-type: none"> • (Teacher's discretion on quiz) Assessment <ul style="list-style-type: none"> • Review correct answers on quiz Closure <ul style="list-style-type: none"> • Conduct brief oral closing summary of Standard #9.1. Check for clarity and understanding. Answer any questions • Provide Preview for next block of instruction | <p>should expect excellent performance from themselves.</p> | |
| | END OF STANDARD #9.1 | |
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| | START OF STANDARD #9.2 | |
| Daily Lesson Planning | Daily Reminders | Supporting Resources & Equipment |
| <p>Segment 6, Standard #9.2, Vocabulary Introduction</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Introduction of Standard 9.2 • Bell Ringer (teachers choice) Students respond to a related prompt. (In writing or an oral discussion). • Provide the class with “Legal Issues Involving the Use of | <p>Engagement:</p> <ul style="list-style-type: none"> • Remind students to stay on task and bring up assignment as completed • Teacher should move around the classroom to ensure that students are progressing <p>Student Interactions: Teachers might allow ESL or SE students to work with peer mentors or in small groups Vocabulary Matching can be very challenging and frustrating for some students - particularly dyslexi</p> | <ul style="list-style-type: none"> • Instructor can create his/her own Bell Ringer prompt. • Vocabulary Matching • Smart Board or other board display technology • Highlighter • Vocabulary Matching Answer Key • IFPO textbook or pdf text |

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| <p>Force”, and provide a brief overview.</p> <ul style="list-style-type: none"> • Explain how using vocabulary matching helps learn the definitions and structure of new and related words. <p>Activity</p> <ul style="list-style-type: none"> • Unit Vocabulary (Vocabulary Matching) <p>Assessment</p> <ul style="list-style-type: none"> • Vocabulary Matching will be graded • Conduct discussion to determine class prior or existing knowledge <p>Closure</p> <ul style="list-style-type: none"> • Explain that some people might need more time to finish • Encourage students to become familiar with vocabulary | <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to stay on task as there is more to this assignment • Encourage proficient students to assist less advanced students • Remind students that all vocabulary words are testable | |
| <p>Segment 7, Class Lecture, Standard 9.2, Part #1</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Explain the importance of “Legal Issues Involving the Use of Force”, and the necessity of the security professional to | <p>Engagement:</p> <ul style="list-style-type: none"> • Engage students during presentation of slides • Ensure that students have located and have a hard copy or a fillable online document. <p>Student Interactions:</p> <ul style="list-style-type: none"> • Students should be interacting through open discussion and | <ul style="list-style-type: none"> • PowerPoint Presentation, “Legal Issues Involving the Use of Force” • “Legal Issues Involving the Use of Force ”, Fill in the Blank Document, Part #1 • Fillable Document Answer Key • Smart Board or other board display technology. • IFPO textbook or pdf text. |

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| <p>know the law in regards to the security industry</p> <p>Activity</p> <ul style="list-style-type: none"> • Direct students to the, “Legal Issues Involving the Use of Force”, Fill in the Blank Document, Part #1 • PowerPoint Presentation, “Legal Issues Involving the Use of Force Use of Force”. <p>Assessment Classroom Discussion</p> <ul style="list-style-type: none"> • Refresher of Unit Vocabulary in the, “Legal Issues Involving the Use of Force”, Fill in the Blank Document, Part #1 • Check for completion • Check for understanding and clarity • Reinforce importance of the Legal Aspects of the Security Industry <p>Closure</p> <ul style="list-style-type: none"> • Review the presentation, ask what they found interesting and check for understanding | <p>feedback during presentation to ensure understanding</p> <ul style="list-style-type: none"> • Ensure that students are “keeping up” as lecture answers “Fill in the Blank Document ”. <p><i>Student Reminders</i></p> <ul style="list-style-type: none"> • Remind students to stay focused and on task • Encourage proficient students to assist less advanced students • Remind student that many of the words and concepts included on the Fill in the Blank Document will be testable | |
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| <p>Segment 8, Vocabulary Crossword Assignment (Optional, Teachers discretion)</p> <p>Time: 30 minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Explain the crossword is a fun way to begin to learn definitions. Tell them the crossword clues are the definitions that will be on the quiz <p>Activity</p> <ul style="list-style-type: none"> Initiate Crossword Puzzle (Optional) <p>Assessment</p> <ul style="list-style-type: none"> Review Crossword answers Explain challenging word concepts Check for understanding <p>Closure</p> <ul style="list-style-type: none"> Explain that some people might need more time to finish Reinforce vocabulary definitions and concepts | <p>Engagement:</p> <ul style="list-style-type: none"> Remind students to stay on task and bring up assignment as completed Teacher should move around the classroom to ensure that students are progressing <p>Student Interactions:</p> <ul style="list-style-type: none"> You might allow ESL or SE students to work with peer mentors or in small groups Crossword Puzzles can be very difficult and frustrating for some students - particularly dyslexia or attention challenged <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students to stay on task as there is more to this assignment encourage proficient students to assist less advanced students Remind students that the vocabulary words and definitions are testable | <ul style="list-style-type: none"> Crossword Puzzle Sheet Crossword Puzzle Answer Sheet Smart Board or other board display technology Crossword puzzle dictionary (optional) IFPO textbook or pdf text |
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| <p>Segment 9, Class Lecture, Standard 9.2, Part #2</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Reinforce the importance of “Legal Issues Involving the Use of Force”, and the necessity of the security professional to know the law in regards to the security industry <p>Activity</p> <ul style="list-style-type: none"> Direct students to the, “Legal Issues Involving the Use of Force”, Fill in the Blank Document, Part #2 PowerPoint Presentation, “Legal Issues Involving the Use of Force”. <p>Assessment</p> <ul style="list-style-type: none"> Refresher of Unit Vocabulary in the, “Legal Issues Involving the Use of Force”, Fill in the Blank Document, Part #2 Check for completion Check for understanding and clarity Reinforce importance of the Legal Aspects of the Security Industry <p>Closure</p> | <p>Engagement:</p> <ul style="list-style-type: none"> Engage students during presentation of slides Ensure that students have located and have a hard copy or a fillable online document. <p>Student Interactions:</p> <ul style="list-style-type: none"> Students should be interacting through open discussion and feedback during presentation to ensure understanding Ensure that students are “keeping up” as lecture answers “Fill in the Blank Document ”. <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students to stay focused and on task Encourage proficient students to assist less advanced students Remind student that many of the words and concepts included on the Fill in the Blank Document will be testable | <ul style="list-style-type: none"> PowerPoint Presentation, “Legal Issues Involving the Use of Force” “Legal Issues Involving the Use of Force”, Fill in the Blank Document, Part #2 Fillable Document Answer Key Smart Board or other board display technology. IFPO textbook or pdf text. |
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| <ul style="list-style-type: none"> Review the presentation, ask what they found interesting and check for understanding. | | |
| <p>Segment 10, Review Standard #9.2, and Quiz</p> <p>Time: 60 Minutes +/-</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Reinforce the importance of understanding “Legal Issues Involving the Use of Force”. Conduct quick refresher on unit vocabulary and lecture content <p>Activity</p> <ul style="list-style-type: none"> Conduct Standard #9.2 review and quiz (Teacher's discretion on quiz) <p>Assessment</p> <ul style="list-style-type: none"> Review correct answers on quiz <p>Closure</p> <ul style="list-style-type: none"> Conduct brief oral closing summary of Standard #9.2. Check for clarity and understanding. Answer any questions Provide Preview for next block of instruction | <p>Engagement:</p> <ul style="list-style-type: none"> Engage students in review of vital Standard #9.2 information. Ensure clarity on critical information. Model confidence and motivation <p>Student Interactions:</p> <ul style="list-style-type: none"> Encourage students in the concept of positive mental attitude. Direct students in a moment of focus and confidence. <p>Student Reminders</p> <p>Remind students to stay focused and on task.</p> <p>Remind students that they have covered the material and that they should expect excellent performance from themselves.</p> | <ul style="list-style-type: none"> Students should have access to individual computers or a “hard copy” (if necessary) of the quiz. Access to Smartboard or other display technology. Proper writing utensils Quiz key (Teacher’s discretion) |
| | END OF STANDARD 9.2 | |
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| | START OF STANDARD 9.3 | |
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| Daily Lesson Planning | Daily Reminders | Supporting Resources & Equipment |
| <p>Segment 11, Standard #9.3, Vocabulary Introduction</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Introduction of Standard 9.3 • Bell Ringer (teachers choice) Students respond to a related prompt. (In writing or an oral discussion). • Provide the class with “Defensive Tactics and Officer Safety”, and provide a brief overview. • Explain how defining the vocabulary words helps learn the definitions and structure of new and related words. <p>Activity</p> <ul style="list-style-type: none"> • Unit Vocabulary (Vocabulary Definitions #'s 1 through 5) Part #1 <p>Assessment</p> <ul style="list-style-type: none"> • Vocabulary definitions will be discussed and graded • Conduct discussion to determine class prior or existing knowledge <p>Closure</p> | <p>Engagement:</p> <ul style="list-style-type: none"> • Remind students to stay on task and bring up assignment as completed • Teacher should move around the classroom to ensure that students are progressing <p>Student Interactions: Teachers might allow ESL or SE students to work with peer mentors or in small groups Defining Vocabulary can be very challenging and frustrating for some students that are not technically savvy - particularly those with ADD/ADHD</p> <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to stay on task as there is more to this assignment • Encourage proficient students to assist less advanced students • Remind students that all vocabulary words are testable | <ul style="list-style-type: none"> • Instructor can create his/her own Bell Ringer prompt. • Vocabulary Words List, Part #1 • Smart Board or other board display technology • Highlighter • Vocabulary Words List Answer Key, Part #1 • IFPO textbook or pdf text |

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| <ul style="list-style-type: none"> ● Explain that some people might need more time to finish ● Encourage students to become familiar with vocabulary | | |
| <p>Segment 12, Class Lecture, Standard 9.3, Part #1</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Explain the importance of “Defensive Tactics and Officer Safety”, and the necessity of the security professional to know the manner in which they are able to defend themselves and those they protect through the security industry <p>Activity</p> <ul style="list-style-type: none"> ● Direct students to the, “Defensive Tactics and Officer Safety, Guided Notes”, Part #1 ● PowerPoint Presentation, “Defensive Tactics and Officer Safety”. <p>Assessment</p> <ul style="list-style-type: none"> ● Classroom Discussion ● Refresher of Unit Vocabulary in the, “Defensive Tactics and Officer Safety, Guided Notes, Part #1 | <p>Engagement:</p> <ul style="list-style-type: none"> ● Engage students during presentation of slides ● Ensure that students have located the online version or have a hard copy of the Guided Notes. <p>Student Interactions:</p> <ul style="list-style-type: none"> ● Students should be interacting through open discussion and feedback during presentation to ensure understanding ● Ensure that students are “keeping up” as lecture answers “Guided Notes”. <p>Student Reminders</p> <ul style="list-style-type: none"> ● Remind students to stay focused and on task ● Encourage proficient students to assist less advanced students ● Remind student that many of the words and concepts included on the Guided Notes will be testable | <ul style="list-style-type: none"> ● PowerPoint Presentation, “Defensive Tactics and Officer Safety” ● “Defensive Tactics and Officer Safety”, Guided Notes, Part #1 ● “Defensive Tactics and Officer Safety” Guided Notes Answer Key ● Smart Board or other board display technology. ● IFPO textbook or pdf text. |

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| <ul style="list-style-type: none"> • Check for completion • Check for understanding and clarity • Reinforce importance of the Legal Aspects of the Security Industry <p>Closure</p> <ul style="list-style-type: none"> • Review the presentation, ask what they found interesting or items that they did not know, check for understanding | | |
| <p>Segment 13, Standard #9.3, Vocabulary Continuation/Completion</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Reinforcing of Standard 9.3 • Provide the class with vocabulary refresher of “Defensive Tactics and Officer Safety” and provide a brief overview. • Explain how defining the vocabulary words helps learn the definitions and structure of new and related words. <p>Activity</p> <ul style="list-style-type: none"> • Unit Vocabulary (Vocabulary Definitions #'s 6 through 10) <p>Assessment</p> <ul style="list-style-type: none"> • Vocabulary definitions will be discussed and graded | <p>Engagement:</p> <ul style="list-style-type: none"> • Remind students to stay on task and bring up assignment as completed • Teacher should move around the classroom to ensure that students are progressing <p>Student Interactions:</p> <p>Teachers might allow ESL or SE students to work with peer mentors or in small groups</p> <p>Defining Vocabulary can be very challenging and frustrating for some students that are not technically savvy - particularly those with ADD/ADHD</p> <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to stay on task as there is more to this assignment • Encourage proficient students to assist less advanced students • Remind students that all vocabulary words are testable | <ul style="list-style-type: none"> • Vocabulary Words List • Smart Board or other board display technology • Highlighter • Vocabulary Words List Answer Key • IFPO textbook or pdf text |

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| <ul style="list-style-type: none"> • Conduct discussion to determine class prior or existing knowledge <p>Closure</p> <ul style="list-style-type: none"> • Explain that some people might need more time to finish • Encourage students to become familiar with vocabulary | | |
| <p>Segment 14, Standard #9.3 (Optional Assignment)</p> <p>Time: 30 minutes +/-</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Explain to students that having qualified training in defensive tactics is imperative in becoming a Professional Security Officer. Also, that their safety and the safety of those they protect may rely on their training in defensive tactics <p>Activity</p> <ul style="list-style-type: none"> • Locate and show either security or law enforcement defensive tactics video/s that are authorized by your school or LEA. To avoid any potential injury, ensure that students do attempt any of these maneuvers on each other. | <p>Engagement:</p> <ul style="list-style-type: none"> • Discuss the reasons that Professional Security Officers need to acquire qualified defensive tactics training. • Explain that being properly trained in defensive tactics is a necessary part of the security job and that being able to manage a violent situation is an occasional job function of a security officer <p>Student Interactions:</p> <ul style="list-style-type: none"> • Provide explanation and critique of the video/s detailing the necessity of qualified training in defensive tactics <p>Student Reminders</p> <p>Ensure that the students do not attempt any of the maneuvers on each other</p> <p>Ensure that the students are paying attention so as to be prepared for some type of quiz or</p> | <ul style="list-style-type: none"> • Smart Board or other board display technology • Online access to either a video disc or online video/s • Examples of teaching aids, (ie; impact weapons, chemical weapons, electronic weapons, physical restraints (Optional) • IFPO textbook or pdf text |

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| <ul style="list-style-type: none"> ● Assessment (Teachers/Instructors Discretion) <p>Closure</p> <ul style="list-style-type: none"> ● Reinforce the necessity of being properly trained in defensive tactics. Also, that a Professional Security Officer needs to have the ability to defend themselves and those they are charged to protect | <p>assessment pertaining to the video/s</p> | |
| <p>Segment 15, Class Lecture, continued, Standard 9.3, Part #2,</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Reinforce the importance of “Defensive Tactics and Officer Safety”, and the necessity of the security professional to know the manner in which they are able to defend themselves and those they protect through the security industry <p>Activity</p> <ul style="list-style-type: none"> ● Direct students to the, “Defensive Tactics and Officer Safety, Guided Notes”, Part #2 ● PowerPoint Presentation, “Defensive Tactics and Officer Safety”. | <p>Engagement:</p> <ul style="list-style-type: none"> ● Engage students during presentation of slides ● Ensure that students have located the online version or have a hard copy of the Guided Notes. <p>Student Interactions:</p> <ul style="list-style-type: none"> ● Students should be interacting through open discussion and feedback during presentation to ensure understanding ● Ensure that students are “keeping up” as lecture answers “Guided Notes”. <p>Student Reminders</p> <ul style="list-style-type: none"> ● Remind students to stay focused and on task ● Encourage proficient students to assist less advanced students ● Remind student that many of the words and concepts included on the Guided Notes will be testable | <ul style="list-style-type: none"> ● PowerPoint Presentation, “Defensive Tactics and Officer Safety” ● “Defensive Tactics and Officer Safety”, Guided Notes, Part #2 ● “Defensive Tactics and Officer Safety” Guided Notes Answer Key ● Smart Board or other board display technology. ● IFPO textbook or pdf text. |

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| <p>Assessment</p> <ul style="list-style-type: none"> ● Classroom Discussion ● Refresher of Unit Vocabulary in the, “Defensive Tactics and Officer Safety, Guided Notes, Part #2 ● Check for completion ● Check for understanding and clarity ● Reinforce importance of the Legal Aspects of the Security Industry <p>Closure</p> <ul style="list-style-type: none"> ● Review the presentation, ask what they found interesting or items that they did not know, check for understanding | | |
| <p>Segment 16 Review Standard #9.3, and Quiz</p> <p>Time: 30 Minutes +/-</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Reinforce the importance of understanding “Defensive Tactics and Officer Safety”. ● Conduct quick refresher on unit vocabulary and lecture content <p>Activity</p> <ul style="list-style-type: none"> ● Conduct Standard #9.3 review and quiz ● (Teacher's discretion on quiz) | <p>Engagement:</p> <ul style="list-style-type: none"> ● Engage students in review of vital Standard #9.3 information. ● Ensure clarity on critical information. ● Model confidence and motivation <p>Student Interactions:</p> <ul style="list-style-type: none"> ● Encourage students in the concept of positive mental attitude. ● Direct students in a moment of focus and confidence. <p>Student Reminders</p> <p>Remind students to stay focused and on task.</p> <p>Remind students that they have covered the material and that they</p> | <ul style="list-style-type: none"> ● Students should have access to individual computers or a “hard copy” (if necessary) of the quiz. ● Access to Smartboard or other display technology. ● Proper writing utensils ● Quiz key (Teacher’s discretion) |

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| Assessment <ul style="list-style-type: none"> Review correct answers on quiz Closure <ul style="list-style-type: none"> Conduct brief oral closing summary of Standard #9.3. Check for clarity and understanding. Answer any questions Provide Preview for next block of instruction | <p>should expect excellent performance from themselves.</p> | |
| | END OF STANDARD 9.3 | |
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| | START OF STANDARD 9.4 | |
| Daily Lesson Planning | Daily Reminders | Supporting Resources & Equipment |
| <p>Segment 17, Standard #9.4, Vocabulary Introduction</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Introduction of Standard 9.4 Bell Ringer (teachers choice) Students respond to a related prompt. (In writing or an oral discussion). Provide the class with “Industrial Hazards, Safety, and the Security Officer” PowerPoint Presentation, and provide a brief overview. | <p>Engagement:</p> <ul style="list-style-type: none"> Remind students to stay on task and bring up assignment as completed Teacher should move around the classroom to ensure that students are progressing <p>Student Interactions</p> <ul style="list-style-type: none"> Teachers might allow ESL or SE students to work with peer mentors or in small groups Vocabulary Matching can be very challenging and frustrating for some students - particularly dyslexi <p>Student Reminders</p> | <ul style="list-style-type: none"> Instructor can create his/her own Bell Ringer Prompt. Vocabulary Matching Smart Board or other board display technology Highlighter Vocabulary Matching, Answer Key IFPO textbook or pdf text |

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| <ul style="list-style-type: none"> ● Explain how using vocabulary matching helps learn the definitions and structure of new and related words. <p>Activity</p> <ul style="list-style-type: none"> ● Unit Vocabulary (Vocabulary Matching) <p>Assessment</p> <ul style="list-style-type: none"> ● Vocabulary Matching will be graded ● Conduct discussion to determine class prior or existing knowledge <p>Closure</p> <ul style="list-style-type: none"> ● Explain that some people might need more time to finish ● Encourage students to become familiar with vocabulary | <ul style="list-style-type: none"> ● Remind students to stay on task as there is more to this assignment ● Encourage proficient students to assist less advanced students ● Remind students that all vocabulary words are testable | |
| <p>Segment 18, Class Lecture, Standard 9.4, Time: 30 Minutes +</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Explain the importance of “Industrial Hazards, Safety, and the Security Patrol Officer”, and the necessity of the security professional to know the common and potential industrial and other safety hazards associated with the security industry | <p>Engagement:</p> <ul style="list-style-type: none"> ● Engage students during presentation of slides ● Ensure that students have located the online version or have a hard copy of the Fill in the Blank Document.. <p>Student Interactions:</p> <ul style="list-style-type: none"> ● Students should be interacting through open discussion and feedback during presentation to ensure understanding | <ul style="list-style-type: none"> ● PowerPoint Presentation, “Industrial Hazards, Safety, and the Security Patrol Officer.” ● “Industrial Hazards, Safety, and the Security Patrol Officer, Fill in the Blank Document, ● “Industrial Hazards, Safety and the Security Patrol Officer, Answer Key ● Smart Board or other board display technology. ● IFPO textbook or pdf text. |

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| <p>Activity</p> <ul style="list-style-type: none"> • Direct students to the, “Industrial Hazards, Safety, and the Security Patrol Officer”, Fill in the Blank Document”, • “Industrial Hazards, Safety, and the Security Patrol Officer”, PowerPoint Presentation.” <p>Assessment</p> <ul style="list-style-type: none"> • Classroom Discussion • Refresher of Unit Vocabulary in the, “Industrial Hazards, Safety, and the Security Patrol Officer”. • Check for completion • Check for understanding and clarity • Reinforce importance of being able to identify various types of potential hazards of the Security Industry <p>Closure</p> <ul style="list-style-type: none"> • Review the presentation, ask what they found interesting or items that they did not know, check for understanding | <ul style="list-style-type: none"> • Ensure that students are “keeping up” as lecture answers Fill in the Blank Document. <p><i>Student Reminders</i></p> <ul style="list-style-type: none"> • Remind students to stay focused and on task • Encourage proficient students to assist less advanced students • Remind student that many of the words and concepts included on the Guided Notes will be testable | |
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| <p>Segment 19, Class Assignment, Hands-On Engagement (Optional Assignment)</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Provide directions to class that they are now going to take the role of an Industrial Hygiene Specialist. Students can work independently or in teams. Direct students to find as many industrial (school) safety hazards as they can on a brief class school excursion. <p>Activity</p> <ul style="list-style-type: none"> ● Escort students through school and school grounds. Direct them to write down at least 5 hazards that they find. They can work independently or in teams if you have a large class. <p>Assessment</p> <ul style="list-style-type: none"> ● Upon returning, conduct discussion concerning the hazards that were located during the walk. ● You can also have an administrator or principal to attend this discussion to make sure they are aware that these concerns exist. | <p>Engagement:</p> <ul style="list-style-type: none"> ● Explain to the class that for the next brief time they were going to walk through the school and school grounds and locate at least 5 industrial (school) hazards. <p>Student Interactions:</p> <ul style="list-style-type: none"> ● Students can work independently or in teams if your class is that large ● Students should carry a notepad, notebook or clipboard and a writing instrument ● Ensure that students are keeping up and taking the assignment seriously <p>Student Reminders</p> <p>Keep students together as the will “wander off” if not monitored Remind students to stay “on task” and that their list could be provided to the principal or the administrator that manages the facility Remind students that this will be a graded assignment (Teachers discretion). (Graded assignments usually get submitted) Encourage proficient students to assist less advanced students</p> | <ul style="list-style-type: none"> ● Notepad, notebook, clipboard, Ipad, etc., to make lists ● Administrator’s walkie talkie |
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| <ul style="list-style-type: none"> • Grade as a class participation grade (Teacher discretion) <p>Closure</p> <ul style="list-style-type: none"> • Collect the assignment so that they may be provided or used as a reference for future discussions • Reinforce to students that many industrial (school) hazards are visible because those making repair decisions are not aware they exist | | |
| <p>Segment 20, Review Standard #9.4, and Quiz</p> <p>Time: 30 Minutes +/-</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Reinforce the importance of understanding the concepts discussed in the block “Industrial Hazards, Safety, and the Security Patrol Officer”. • Conduct quick refresher on unit vocabulary and lecture content <p>Activity</p> <ul style="list-style-type: none"> • Conduct Standard #9.4 review and quiz • (Teacher's discretion on quiz) | <p>Engagement:</p> <ul style="list-style-type: none"> • Engage students in review of vital Standard #9.4 information. • Ensure clarity on critical information. • Model confidence and motivation <p>Student Interactions:</p> <ul style="list-style-type: none"> • Encourage students in the concept of positive mental attitude. • Direct students in a moment of focus and confidence. <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to stay focused and on task. <p>Remind students that they have covered the material and that they should expect excellent performance from themselves.</p> | <ul style="list-style-type: none"> • Students should have access to individual computers or a “hard copy” (if necessary) of the quiz. • Access to Smartboard or other display technology. • Proper writing utensils • Quiz key (Teacher’s discretion) |

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| Assessment <ul style="list-style-type: none"> Review correct answers on quiz Closure <ul style="list-style-type: none"> Conduct brief oral closing summary of Standard #9.4. Check for clarity and understanding. Answer any questions Provide Preview for next block of instruction | | |
| | END OF STANDARD 9.4 | |
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| | START OF STANDARD 9.5 | |
| Daily Lesson Planning | Daily Reminders | Supporting Resources & Equipment |
| <p>Segment 21, Standard #9.5, Vocabulary Introduction</p> <p>Time: 30 minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Introduction of Standard #9.5 Bell Ringer (teachers choice) Students respond to a related prompt. (In writing or an oral discussion) Provide the class with “Segment Title” and provide a brief overview. Explain how using vocabulary crossword puzzles helps learn | <p>Engagement:</p> <ul style="list-style-type: none"> Remind students to stay on task and bring up assignment as completed Teacher should move around the classroom to ensure that students are progressing <p>Student Interactions:</p> <ul style="list-style-type: none"> Teachers might allow ESL or SE students to work with peer mentors or in small groups Vocabulary CrosswordPuzzles can be very challenging and frustrating for some students - particularly dyslexi <p>Student Reminders</p> | <ul style="list-style-type: none"> Instructor can create his/her own Bell Ringer prompt. Crossword Puzzle Sheet Crossword Puzzle Answer Sheet Smart Board or other board display technology Crossword puzzle dictionary (optional) IFPO textbook or pdf text |

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| <p>the definitions and structure of new and related words.</p> <p>Activity</p> <ul style="list-style-type: none"> • Initiate Crossword Puzzle <p>Assessment</p> <ul style="list-style-type: none"> • Vocabulary Crossword Puzzle will be evaluated and graded for completion • Conduct discussion to determine class prior or existing knowledge <p>Closure</p> <ul style="list-style-type: none"> • Explain that some people might need more time to finish • Encourage students to become familiar with vocabulary | <ul style="list-style-type: none"> • Remind students to stay on task as there is more to this assignment • Encourage proficient students to assist less advanced students • Remind students that all vocabulary information is testable | |
| <p>Segment 22, Class Lecture Part #1, "Apprehension and Detention Procedures", Standard 9.5</p> <p>Time: 30 minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Explain the importance of understanding the importance of "Apprehension and Detention Procedures", and in which circumstances such actions can be used in the | <p>Engagement:</p> <ul style="list-style-type: none"> • Engage students during presentation of slides • Ensure that students have located and have a hard copy (if needed) or a fillable online guided notes document. <p>Student Interactions:</p> <ul style="list-style-type: none"> • Students should be interacting through open discussion and feedback during presentation to ensure understanding | <ul style="list-style-type: none"> • PowerPoint Presentation, "Apprehension and Detention Procedures" • "Apprehension and Detention Procedures, Guided Notes, Part #1" • "Apprehension and Detention Procedures, Part #1, Answer Key" • Smart Board or other board display technology • IFPO textbook or pdf text |

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| <p>Security Industry in today's environment</p> <p>Activity</p> <ul style="list-style-type: none"> • Direct students to "Apprehension and Detention Procedures", Guided Notes, Part #1 • PowerPoint Presentation, "Apprehension and Detention Procedures". <p>Assessment</p> <ul style="list-style-type: none"> • Class discussion • Refresher of unit vocabulary use in the guided notes • Check for completion • Check for understanding and clarity <p>Closure</p> <ul style="list-style-type: none"> • Review the presentation, ask what they found interesting and check for understanding. • Answer any questions regarding presentation | <ul style="list-style-type: none"> • Ensure that students are "keeping up" as lecture answers "Guided Notes" <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to stay focused and on task • Encourage proficient students to assist less advanced students • Remind student that many of the words and concepts included on the guided notes will be testable | |
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| <p>Segment 23, Standard #9.5, Vocabulary Continuation</p> <p>Time: 30 Minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Reinforce the necessity of thoroughly understanding the concepts of, “Apprehension and Detention Procedures”, with the class and provide a brief overview. ● Explain how using vocabulary matching helps learn the definitions and structure of new and related words. <p>Activity</p> <ul style="list-style-type: none"> ● Unit Vocabulary (Vocabulary Matching) <p>Assessment</p> <ul style="list-style-type: none"> ● Vocabulary Matching will be graded ● Conduct discussion to determine class prior or existing knowledge <p>Closure</p> <ul style="list-style-type: none"> ● Explain that some people might need more time to finish ● Encourage students to become familiar with vocabulary | <p>Engagement:</p> <ul style="list-style-type: none"> ● Remind students to stay on task and bring up assignment as completed ● Teacher should move around the classroom to ensure that students are progressing <p>Student Interactions:</p> <p>Teachers might allow ESL or SE students to work with peer mentors or in small groups Vocabulary Matching can be very challenging and frustrating for some students - particularly dyslexi</p> <p>Student Reminders</p> <ul style="list-style-type: none"> ● Remind students to stay on task as there is more to this assignment ● Encourage proficient students to assist less advanced students ● Remind students that all vocabulary words are testable | <ul style="list-style-type: none"> ● Vocabulary Matching ● Smart Board or other board display technology ● Highlighter ● Vocabulary Matching, Answer Key ● IFPO textbook or pdf text |
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| <p>Segment 24, Class Lecture Part #2, “Apprehension and Detention Procedures”, Standard 9.5</p> <p>Time: 30 minutes</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Explain the importance of understanding the importance of “Apprehension and Detention Procedures”, and in which circumstances such actions can be used in the Security Industry in today’s environment <p>Activity</p> <ul style="list-style-type: none"> Direct students to “Apprehension and Detention Procedures”, Guided Notes Part #2 PowerPoint Presentation, “Apprehension and Detention Procedures <p>Assessment</p> <ul style="list-style-type: none"> Class discussion Refresher of unit vocabulary use in the guided notes Check for completion Check for understanding and clarity <p>Closure</p> | <p>Engagement:</p> <ul style="list-style-type: none"> Engage students during presentation of slides Ensure that students have located and have a hard copy (if needed) or a fillable online guided notes document. <p>Student Interactions:</p> <ul style="list-style-type: none"> Students should be interacting through open discussion and feedback during presentation to ensure understanding Ensure that students are “keeping up” as lecture answers “Guided Notes” <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students to stay focused and on task Encourage proficient students to assist less advanced students Remind student that many of the words and concepts included on the guided notes will be testable | <ul style="list-style-type: none"> PowerPoint Presentation, “Apprehension and Detention Procedures “Apprehension and Detention Procedures, Guided Notes, Part #2 “Apprehension and Detention Procedures, Part #2, Answer Key Smart Board or other board display technology IFPO textbook or pdf text |
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| <ul style="list-style-type: none"> ● Review the presentation, ask what they found interesting and check for understanding. ● Answer any questions regarding presentation | | |
| <p>Segment 25, Review Standard #9.4, and Quiz</p> <p>Time: 30 Minutes +/-</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Reinforce the importance of understanding the concepts discussed in the block, ● PowerPoint Presentation, "Apprehension and Detention Procedures" ● ● Conduct quick refresher on unit vocabulary and lecture content <p>Activity</p> <ul style="list-style-type: none"> ● Conduct Standard #9.4 review and quiz ● (Teacher's discretion on quiz) <p>Assessment</p> <ul style="list-style-type: none"> ● Review correct answers on quiz <p>Closure</p> <ul style="list-style-type: none"> ● Conduct brief oral closing summary of Standard #9.4. Check for clarity and | <p>Engagement:</p> <ul style="list-style-type: none"> ● Engage students in review of vital Standard #9.5 information. ● Ensure clarity on critical information. ● Model confidence and motivation <p>Student Interactions:</p> <ul style="list-style-type: none"> ● Encourage students in the concept of positive mental attitude. ● Direct students in a moment of focus and confidence. <p>Student Reminders</p> <ul style="list-style-type: none"> ● Remind students to stay focused and on task. <p>Remind students that they have covered the material and that they should expect excellent performance from themselves.</p> | <ul style="list-style-type: none"> ● Students should have access to individual computers or a "hard copy" (if necessary) of the quiz. ● Access to Smartboard or other display technology. ● Proper writing utensils ● Quiz key (Teacher's discretion) |

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| <p>understanding. Answer any questions</p> <ul style="list-style-type: none"> • Begin providing review for upcoming Unit 9, Summative Assessment | | |
| | END OF STANDARD #9 | |
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| | START REVIEW AND ASSESSMENT | |
| <p>Segment 26, Review for Unit 9 Assessment</p> <p>Time: 60 Minutes +/-</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Explain how the past three chapters fit together and will be used in the overall concepts of the Security Professional's response to "Legal Aspects of Security & Officer Safety and Use of Force" <p>Activity</p> <ul style="list-style-type: none"> • Review important concepts from Standards #'s 9.1, 9.2, 9.3, 9.4, and 9.5 • Review "End of Chapter Quizzes" in the IFPO Textbook • Review Standards #'s 9.1, 9.2, 9.3, 9.4. and 9.5 end of chapter quizzes. <p>Assessment</p> | <p>Engagement:</p> <ul style="list-style-type: none"> • Remind students that this will be a Unit Assessment and they should take it seriously • Begin modeling confidence and motivation <p>Student Interactions:</p> <ul style="list-style-type: none"> • Ensure that students can locate or navigate to the study information on the test • Engage verbally with students to ensure understanding of the material • Instill confidence and motivation in the students that they know the material and should expect excellent performance on the assessment <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students that their performance and grade is their responsibility • Encourage good study habits in preparation for the assessment | <ul style="list-style-type: none"> • Ensure students have necessary study materials or they know how to navigate to online study material • Be accessible via email if students have questions about material or attendance issues |

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| <ul style="list-style-type: none"> ● Use this review time to ensure students are clear and have a firm grasp of the covered material <p>Closure</p> <ul style="list-style-type: none"> ● Check for clarity, comprehension and understanding ● Ask for any final questions | <ul style="list-style-type: none"> ● Encourage confidence and tell students that you believe in their ability to achieve excellence | |
| <p>Segment 27, Unit #9, #'s 9.1, 9.2, 9.3, 9.4, and 9.5, Summative Unit Assessment (Teachers Discretion)</p> <p>Time: 60 minutes +/-</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> ● Ask if there are any questions or anything that need to be clarified ● Show excitement and confidence in the students ● Encourage a positive mental attitude ● Provide a brief time of quiet focus, confidence and preparation <p>Activity</p> <ul style="list-style-type: none"> ● Direct students to Summative Assessment ● Summative Assessment will be at the teacher's discretion | <p>Engagement:</p> <ul style="list-style-type: none"> ● Engage students in review of vital Standards 9.1, 9. 2, 9.3, 9.4, and 9.5 information ● Ensure clarity on critical information ● Model confidence and motivation <p>Student Interactions:</p> <ul style="list-style-type: none"> ● Encourage students in the concept of positive mental attitude ● Direct students in a moment of focus, confidence and preparation <p>Student Reminders</p> <ul style="list-style-type: none"> ● Remind students to stay focused and on task ● Remind students that they have covered the material and that they should expect excellent performance from themselves ● Congratulate students on a "Job Well Done"! | <ul style="list-style-type: none"> ● Students should have access to individual computers or a "hard copy" (if needed) of the Summative Assessment. ● Access to Smartboard or other display technology. ● Proper writing utensils ● Summative Assessment test key |

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| <p>(a multiple choice test is encouraged)</p> <p>Assessment</p> <ul style="list-style-type: none"> ● Conduct Summative Assessment (Teachers Discretion) <p>Closure</p> <ul style="list-style-type: none"> ● Upon completion, give students time to decompress ● Answer questions when appropriate ● Congratulate the students for their hard work ● Provide “Oral Preview” of the upcoming Standard and how it relates to the current standard. | | |
| PLC Question Three: What will we do when students have not learned? | | |
| <p style="text-align: center;">Interventions</p> <ul style="list-style-type: none"> ● Reteach ● Recovery ● Peer teach ● Alternative assignments | | |
| PLC Question Four: What will we do when students have learned? | | |
| Enrichment | | |
| <p>Additional Information Related to the Unit:</p> <ul style="list-style-type: none"> ● <p>SkillsUSA Connection(s):</p> <ul style="list-style-type: none"> ● <p>Notes:</p> <ul style="list-style-type: none"> ● | | |

- **Pacing from a comprehensive high school with 85-90 minute class periods on a block schedule:**
- **Two or three blocks per class period (depending on the capabilities of the class).**
- **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.**