

<b>Course:</b> Security & Protective Services	<b>Semester:</b>
<b>Unit:</b> Effective Communications in Security & Protective Services	<b>Duration of Unit:</b> 10 hours
<b><i>PLC Question One: What do we want all students to know and be able to do?</i></b>	
<b>Main Standards:</b> <ul style="list-style-type: none"> <li>● Explain effective communications in security and protective services</li> <li>● Explain security awareness policies and procedures</li> <li>● Describe central alarm stations and dispatch operations</li> </ul>	
<b>Supporting Standards (if any):</b>	
<b>Essential Questions:</b> What is effective communications?	
<b>Student-Friendly Learning Targets:</b> <ul style="list-style-type: none"> <li>● I can define effective communications</li> <li>● I can explain due diligence based on effective communications</li> <li>● I can describe the channels of communications</li> <li>● I can demonstrate the proper use of communications devices</li> <li>● I can explain techniques for reinforcing policy and procedures to increase security awareness</li> <li>● I can describe double loop communications and partnerships</li> <li>● I can explain the double loop learning model</li> <li>● I can identify resources available to security managers</li> <li>● I can describe modern alarm systems</li> <li>● I can explain the core functions of a dispatch center</li> <li>● I can describe intrusion sensors</li> <li>● I can describe fire alarms and early warning devices</li> </ul>	
<b>Essential Vocabulary</b>	
<b>Key Academic Vocabulary:</b> Effective communication, faithful reproduction, due diligence, brevity, security awareness, double looping, stakeholders, external collaboration, top-down communication, bottom-up communication, horizontal communication, grapevine communication, central control room, access control, dispatch center, central monitoring, intrusion sensors, building sensors, fire sensor, access sensors, visitor management system	
<b>Scaffolded (Review) Academic Vocabulary:</b>	

PLC Question Two: How will we know when students have learned?		
Assessment and Evidence		
Classroom Assessments: <ul style="list-style-type: none"><li>Vocabulary activities, Communications Project #1, Communications Project #2, Summative Assessment</li></ul>		
Proficiency Scales		
Score 4.0	The student will: <ul style="list-style-type: none"><li>Communicate effectively in a given security scenario</li><li>Understand and demonstrate security awareness in accordance with policies and procedures</li><li>Demonstrate proper use of modern alarm systems and describe how they work</li></ul>	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Explain effective communications in security and protective services</li><li>Explain security awareness policies and procedures</li><li>Describe central alarm stations and dispatch operations</li></ul>	
Score 2.0	The student will: <ul style="list-style-type: none"><li>Know how to communicate appropriately</li><li>Understand security awareness</li><li>Know what a central alarm station is</li></ul>	
Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
<b>Segment 1</b> Vocabulary introduction <b>Time:</b> 30 min  <b>Opening/Sponge/Motivator</b> <ul style="list-style-type: none"><li>Explain how word searches help learn the structure and spelling of new words</li></ul> <b>Activity</b> <ul style="list-style-type: none"><li>Vocabulary Word Search</li></ul> <b>Assessment</b> <ul style="list-style-type: none"><li>Word searches will be graded</li></ul> <b>Closure</b> <ul style="list-style-type: none"><li>Explain that some people might need more time to finish but move on to Crossword</li></ul>	<b>Engagement:</b> <ul style="list-style-type: none"><li>remind students to stay on task and bring up assignment as completed</li></ul> <b>Student Interactions:</b> <ul style="list-style-type: none"><li>You might allow ESL or SE students to work with peer mentors or in small groups</li><li>Word searches can be very difficult and frustrating for some students - particularly dyslexia</li></ul> <b>Student Reminders:</b> <ul style="list-style-type: none"><li>Remind students to stay on task as there is more to this assignment</li></ul>	<ul style="list-style-type: none"><li><a href="#">word search sheet</a></li><li>highlighter</li><li><a href="#">word search answer key</a></li></ul>

<p><b>Segment 2:</b> Vocab Introduction  <i>Time:</i> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Explain the crossword is a fun way to begin to learn definitions.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>crossword puzzle</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Check for understanding</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Explain that some people might need more time to finish but move on to Flash Cards</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>remind students to stay on task and bring up assignment as completed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders:</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task as there is more to this assignment</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">crossword puzzle sheet</a></li> <li><a href="#">crossword puzzle answer key</a></li> </ul>
<p><b>Segment 3</b>  <i>Time</i> - 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Explain the importance of breaking words down and dissecting for further understanding</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Vocabulary flashcards using the Frayer Model of flashcards</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Flashcards are graded</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Explain that some people might need more time to finish but move on to next segment</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>explain and show examples of Frayer Model flashcards</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Frayer Model of flashcards</a></li> <li><a href="#">Frayer Model of Flashcards explanation</a></li> <li>Index cards</li> </ul>

<p><b>Segment 4</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Divide students into small groups. It is suggested the groups be larger than 2 but no more than 4 per group.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Communications Project #1</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Graded according to rubric</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Continue to next segment</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Walk around the room monitoring students' progress, assisting them where needed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students will be working in small groups interacting with each other within their respective groups</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Project Sheet with attached rubric</a></li> <li>student computers</li> <li>printer paper</li> <li>printer (color printer preferred)</li> </ul>
<p><b>Segment 5</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Communications Project #1</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Graded according to rubric</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Explain that some people might need more time to finish but move on to next segment</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Walk around the room monitoring students' progress, assisting them where needed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students will be working in small groups interacting with each other within their respective groups</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Project Sheet with attached rubric</a></li> <li>student computers</li> <li>printer paper</li> <li>printer (color printer preferred)</li> </ul>

<p><b>Segment 6</b> <i>Time - 30 Min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Ask this question: Why do you think one of the most important pieces of equipment for police and security is a two-way radio? - Discuss answers with class.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>PowerPoint presentation: Effective Communications</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Check for understanding</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of effective communication in security and protective services</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Engage students during presentation of slides</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students should be interacting through open discussion and feedback during presentation to ensure understanding</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students that information in this presentation will be tested</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint - <a href="#">Effective Communications</a></li> <li>Whiteboard/smartboard</li> <li>Computer</li> <li><a href="#">Chapter 6 Text</a> (not required, but you could choose excerpts from the textbook for students to read or review)</li> </ul>
<p><b>Segment 7</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Divide students into their pre-arranged groups</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Communications Project #1</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Graded according to rubric</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Continue to next segment</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Walk around the room monitoring students' progress, assisting them where needed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students will be working in small groups interacting with each other within their respective groups</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Project Sheet with attached rubric</a></li> <li>student computers</li> <li>printer paper</li> <li>printer (color printer preferred)</li> </ul>

<p><b>Segment 8</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Communications Project #1</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Graded according to rubric</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Explain that some people might need more time to finish but move on to next segment</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Walk around the room monitoring students' progress, assisting them where needed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>• Students will be working in small groups interacting with each other within their respective groups</li> <li>• You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>• Remind students to stay on task</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Project Sheet with attached rubric</a></li> <li>• student computers</li> <li>• printer paper</li> <li>• printer (color printer preferred)</li> </ul>
<p><b>Segment 9</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>• Ensure students are ready for their presentations. Review a few tips on public speaking or presentations</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Project #1 Presentations - groups should present their publications to the class and explain their pamphlet and methodology used in creating it. You may keep this informal.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Give feedback on presentation and pamphlet</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Discuss oral presentation tips. Explain that there will be a more formal presentation with project #2.</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Give verbal feedback to students during or after presentation</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>• Students will be showing their completed project to the class and verbally explaining</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>• Remind students to be kind and considerate to their classmates during presentations</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Project Sheet with attached rubric</a></li> </ul>

<p><b>Segment 10</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Ask students to describe in their own words, “security awareness” and what it means to them</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>PowerPoint Presentation - Security Awareness</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Check for understanding</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of maintaining a sense of security awareness within your school</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Engage students during presentation of slides</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students should be interacting through open discussion and feedback during presentation to ensure understanding</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students that information in this presentation will be tested</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint - <a href="#">Security Awareness</a></li> <li>Whiteboard/smartboard</li> <li>Computer</li> <li><a href="#">Chapter 7 text</a> (not required, but you could choose excerpts from the textbook for students to read or review)</li> </ul>
<p><b>Segment 11</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Have students get into their security groups that were previously established. Review the concept of security awareness. Explain how companies often put out publications around the workplace (posters, newsletters, pamphlets, etc.) that remind employees to be safe and vigilant. Discuss what type of information can go into those publications.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Communications Project #2</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Graded according to rubric</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Continue to next segment</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Walk around the room monitoring students’ progress, assisting them where needed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students will be working in small groups interacting with each other within their respective groups</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Project Sheet with attached rubric</a></li> <li>student computers</li> <li>printer paper</li> <li>printer (color printer preferred)</li> </ul>

<p><b>Segment 12</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Communications Project #2</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Graded according to rubric</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Explain that some people might need more time to finish but move on to next segment</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Walk around the room monitoring students' progress, assisting them where needed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>• Students will be working in small groups interacting with each other within their respective groups</li> <li>• You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>• Remind students to stay on task</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Project Sheet with attached rubric</a></li> <li>• student computers</li> <li>• printer paper</li> <li>• printer (color printer preferred)</li> </ul>
<p><b>Segment 13</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>• Discuss alarms, and where one might find alarm systems being used (churches, schools, homes, businesses, etc.). You may use your school's alarm system as an example.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• PowerPoint presentation - Central Alarm Stations</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Check for understanding</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Ask students: of all the technology we have discussed, what is the most important component of the security operation? (the answer is - YOU, the security professional).</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Engage students during presentation of slides</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>• Students should be interacting through open discussion and feedback during presentation to ensure understanding</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>• Remind students that information in this presentation will be tested</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint - <a href="#">Central Alarm Stations</a></li> <li>• Whiteboard/smartboard</li> <li>• Computer</li> <li>• <a href="#">Chapter 8 text</a> (not required, but you could choose excerpts from the textbook for students to read or review)</li> </ul>
<p><b>Instructor Note:</b> For the closure of segment 13, it would be helpful for the instructor to have read page 101 of the textbook (conclusion section). This will aid you in moving the discussion forward with the students. You could even have the students read that section if you choose.</p>		
<p><b>Segment 14</b></p>	<p><b>Engagement:</b></p>	<ul style="list-style-type: none"> <li>• Two-way radios</li> </ul>



<p><b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Ask students what the most important tool a security officer can carry. (radios). Discuss the reason why.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Two-way radio Demonstration <ul style="list-style-type: none"> <li>show students examples of two-way radios and discuss the proper use protocols, do's and don'ts, etc.</li> <li>pass around the radios for students to look at</li> <li>divide students into their security groups and have students practice using the radios - you can create a scenario, or you can choose to simply have students post at different points on campus and use the radios. The idea is for them to get practice, obtain this skill.</li> </ul> </li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Check for understanding</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Once students are all back together, discuss lessons learned through the practical application (successes, failures, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Instructor will be demonstrating use of radios and assisting students with their use of radios</li> <li>Instructor will be monitoring any student that may need to leave the classroom for radio demonstration</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students will be interacting with each other through practical application methods</li> <li>Advanced students can use this as a "students teach students" opportunity</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task</li> <li>Remind students leaving the classroom area to be on their best behavior and not disturb other classrooms</li> </ul>	
<p><b>Segment 15</b></p>	<p><b>Engagement:</b></p>	<ul style="list-style-type: none"> <li><a href="#">Project Sheet with attached rubric</a></li> </ul>

<p><b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Have students get into their security groups that were previously established.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Communications Project #2</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Graded according to rubric</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Continue to next segment</li> </ul>	<ul style="list-style-type: none"> <li>Walk around the room monitoring students' progress, assisting them where needed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students will be working in small groups interacting with each other within their respective groups</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task</li> </ul>	<ul style="list-style-type: none"> <li>student computers</li> <li>printer paper</li> <li>printer (color printer preferred)</li> </ul>
<p><b>Segment 16</b> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Communications Project #2</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Graded according to rubric</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Explain that some people might need more time to finish but move on to next segment</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Walk around the room monitoring students' progress, assisting them where needed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students will be working in small groups interacting with each other within their respective groups</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Project Sheet with attached rubric</a></li> <li>student computers</li> <li>printer paper</li> <li>printer (color printer preferred)</li> </ul>
<p><b>Segment 17</b></p>	<p><b>Engagement:</b></p>	<ul style="list-style-type: none"> <li><a href="#">Project Sheet with attached rubric</a></li> </ul>

<p><b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>• Ensure students are ready for their presentations. Review a few tips on public speaking or presentations</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Project #2 Presentations - groups should present their publications and digital presentations to the class. This presentation should be more formal than the previous project.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Grade according to rubric</li> <li>• Give feedback on presentation and publications by commenting on the grading sheet.</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Continue to next segment</li> </ul>	<ul style="list-style-type: none"> <li>• Give verbal feedback to students after presentation</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>• Students will be showing their completed project to the class and verbally explaining</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>• Remind students to be kind and considerate to their classmates during presentations</li> </ul>	
<p><b>Segment 18</b> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Project #2 Presentations - groups should present their publications and digital presentations to the class. This presentation should be more formal than the previous project.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Grade according to rubric</li> <li>• Give feedback on presentation and publications by commenting on the grading sheet.</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Discuss lessons learned from the project</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Give verbal feedback to students after presentation</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>• Students will be showing their completed project to the class and verbally explaining</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>• Remind students to be kind and considerate to their classmates during presentations</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Project Sheet with attached rubric</a></li> </ul>

<p><b>Segment 19</b> <i>Time - 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>encourage students</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Teachers should choose a review activity. Games or activities that are fun work best</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>check for understanding</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Encourage students to study and do well on the test</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Students are actively engaged in the review process by participating individually or in groups depending on the activity</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Guide the activity with the students' participation</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind the students to study</li> </ul>	<ul style="list-style-type: none"> <li>Ideas for Review games: <ul style="list-style-type: none"> <li>Quizlet.com</li> <li>Quizizz.com</li> <li>Jeopardy</li> <li>Trasketball</li> </ul> </li> </ul>
<p><b>Segment 20</b> <i>Time: 30 min</i></p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Review test taking strategies</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Unit 2 Summative Assessment (teacher created) - Copy of an unsecured item bank is provided in a PDF format for teachers to use if they choose</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Graded for accuracy</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Unit 2 wrap-up</li> </ul>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Walk the room to ensure academic integrity</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students will be working individually on the assessment</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to use integrity during test taking</li> <li>Remind students to remain quiet until all students have finished</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unsecured Item Bank</a></li> <li><a href="#">Answer Key</a></li> </ul>

<b>PLC Question Three: What will we do when students have not learned?</b>	
<b>Interventions</b>	
<ul style="list-style-type: none"> <li>• Reteach</li> <li>• Recovery</li> <li>• Peer teach</li> <li>• Alternative assignments</li> </ul>	
<b>PLC Question Four: What will we do when students have learned?</b>	
<b>Enrichment</b>	
<b>Additional Information Related to the Unit:</b>  <b>SkillsUSA Connection(s):</b> <ul style="list-style-type: none"> <li>• Soft skills enrichment - public speaking</li> </ul> <b>Notes:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	

**Pacing from a comprehensive high school with 85-90 minute class periods on a block schedule:**

Week 1

1. Vocabulary
2. Begin Comm Project #1  
PowerPoint - Effective Communication
3. Continue Comm Project #1  
Comm Project #1 Presentations
4. PowerPoint - Security Awareness  
Begin Comm Project #2
5. PowerPoint - Alarm Stations  
Two-way radio demonstration

Week 2

1. Comm Project #2
2. Comm Project #2 Presentations  
Unit Review
3. Unit Review
4. Summative Assessment