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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Federal Law Enforcement and Protective Services |
| **Lesson/Unit Title** | Role and Analysis in the Crime Prevention of Homeland Security |
| **TEKS Student Expectations** | 130.341. (c) **Knowledge and Skills**  (9) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information  (A) The student is expected to summarize the steps of the intelligence cycle such as planning, collection, collation, evaluation, analysis, dissemination, and feedback  (B) The student is expected to execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   1. Summarize the steps of the intelligence cycle, such as planning, collection, collation, evaluation, analysis, dissemination, and feedback. 2. Execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents |
| **Rationale** | The Department of Homeland Security was organized to protect the country from terrorist acts and minimize the damage of a terrorist attack or natural disaster. To achieve this task, security specialists must conduct what is called a threat assessment. This is an assessment of whether a potential terrorist act will happen, where it will happen, and expected damages and injuries if it does happen. |
| **Duration of Lesson** | 3 to 4 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Refer Key Terms handout |
| **Materials/Specialized Equipment Needed** | * Role of Analysis in the Crime Prevention of Homeland Security computer-based presentation * Role of Analysis in the Crime Prevention of Homeland Security Key Terms * Disaster Scenarios Handout * White board/chalk board * Computers with Internet Access * Computer-based presentation software or poster boards and markers |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Discuss the following questions and use the Discussion Rubric for assessment:   * What constitutes terrorism? * Why is food-supply a possible target for terrorist activity? * What are the obstacles that keep law enforcement from working with private security? * Why is it important to establish formal partnerships between police and private security organizations? * Group Evaluation Rubric * Peer Evaluation Rubric * Presentation Rubric * Research Rubric * Role of Analysis in the Crime Prevention of Homeland Security Exam and key * Discussion Rubric |
| **Direct Instruction \*** | 1. Terrorism    1. Is a difficult concept to explain    2. Does not include acts of violence in which the terror component is incidental or secondary to some other primary objective    3. Is a psychological weapon that is aimed at its immediate victim and also a wider audience; it has the goal of creating a behavior change in that audience    4. Includes creative tactics without boundaries    5. Characteristics of terrorism       1. The meaning of the act is derived from the choice of target and victim          1. Domestic terrorism – practiced in one’s own country, typically against one’s own people, but can include terrorists committing an act on domestic territory          2. International terrorism – typically practiced in a foreign country by terrorists who are not native to that country   II. Threat Assessment   * 1. Assessment of whether a potential terrorist will happen, where it will happen, and expected damages and injuries if it does happen   2. A developing field pioneered by the US Department of the Treasury’s US Secret Service   3. Commonly used in counterterrorism   4. Involves the investigation and analysis of the situations and the individuals that may pose threats to the public  1. The Department of Homeland Security (DHS)    1. Established in January 2003    2. Organized to protect the country from terrorist acts and to minimize the damage of a terrorist attack or natural disaster    3. Absorbed many different law enforcement resources and organizations    4. The first federal department with homeland security as its primary objective    5. Created by The Homeland Security ACT (HLS) that was passed in 2002 as a direct result of the terrorist acts of 9/11/01    6. Works through partnerships with state, local, and tribal governments, and the private sector, to ensure the highest level of protection and preparedness for the country and the citizens it serves   IV. Private Security   * 1. The private security individual’s role as a first responder      1. More limited than the role of the first police officer or other public authority on the scene      2. Protect people and property until the police or public authority arrives on the scene   2. The first responders to the 9/11/01 terrorist attack in New York City were private security employees; at least thirty-five of them died that day   3. There is a need for law enforcement agencies to build formal partnerships with private security organizations   V. Partnerships   * 1. Private Security/Public Policing Partnerships policy paper      1. Created in 2004 by the US Department of Justice Office of Community Oriented Policing Services (COPS), in partnership with the International Association of Chiefs of Police (IACP) and a broad-based group of private-sector/law enforcement professionals      2. A comprehensive policy paper that outlines a national strategy to establish partnerships between private security and public law enforcement agencies to create action plans for responding to terrorism  1. Public–private cooperation: relationships between law enforcement and private security    1. Many studies see a need for law enforcement/private security partnerships    2. These fields have much to offer each other but often lack confidence in one another    3. These partnerships take many forms and occur at many levels (i.e. informal, ad-hoc collaboration, formal partnerships, or contractual agreements)    4. Benefits of partnership include       1. Law enforcement agencies have an improved capacity to carry out their traditional crime-fighting duties and their additional homeland security duties by using the many private security resources in the community       2. Private security organizations have an improved capacity to carry out their mission of protecting their companies’ or clients’ people, property, and information, while at the same time serving the homeland security objectives of their communities       3. With law enforcement/private security partnerships the nation as a whole will benefit from the heightened effectiveness of law enforcement agencies and private security organizations    5. Obstacles of partnerships include       1. Private security agencies feel that they do not always receive timely information from law enforcement       2. Law enforcement agencies          1. Concerned that private security organizations may not treat information as discreetly as needed          2. Feel that private security individuals are not adequately trained          3. Do not understand the functions of private security   VI. Targets   1. Terrorist attacks    1. Occur with or without warning    2. Often intended to cause       1. Mass casualties       2. Loss of critical resources       3. Disruption of vital services       4. Disruption of the economy       5. Individual and mass panic   3. Have a range of environmental and physical indicators (i.e. factors that are absent are as important as factors that are present)  B. Terrorists   * 1. Choose their targets to meet their goals (i.e. the food supply)   2. Select “soft” or lightly protected targets over “hard” or very secure targets   3. May also be drawn to major events such as parades or athletic events  1. Some of the weapons available to some terrorist groups include    1. Biological weapons    2. Nuclear weapons    3. Incendiary devices    4. Chemical weapons    5. Explosive devices   VII. Lessons from the 9/11/01 terrorist attacks   1. Crisis management    1. To identify, acquire, and plan the use of resources needed to anticipate, prevent, and/or resolve a threat or an act of terrorism    2. Predominantly a law enforcement response that is most often executed under federal law 2. Challenges of planning for disaster recovery    1. Many individuals that hold key positions in private security also hold reserve positions with law enforcement, fire service, or the National Guard    2. It is critical to anticipate victims’ reactions so that first responders can plan accordingly 3. The impact of natural disasters and terrorist attacks on victims is different, and care should be taken to treat victims accordingly    1. Natural disasters       1. Many types follow regional and seasonal patterns (i.e. floods, tornadoes, and hurricanes)       2. These patterns provide some degree of familiarity and predictability for community victims, emergency responders, and disaster relief workers    2. Terrorist attacks       1. Are caused by deliberate human acts, that include sudden and unexpected threat, horror and destruction       2. Affect innocent and unsuspecting people during their daily routines       3. Cause significant psychological issues          1. There are usually more psychological victims than physical victims          2. The death and destruction become reminders to many victims of their own vulnerability and inability to keep their loved ones safe          3. Fear management comprises the programs that reduce the incidence of adverse psychological effects following a disaster 4. Has the mission to    1. Reduce loss of life and property and protect the nation from all hazards, including natural disasters, acts of terrorism, and other manmade disasters    2. Lead and support the nation in a risk-based, comprehensive emergency management system of preparedness, protection, response, recovery, and mitigation 5. Recommendations for emergency situations    1. Local officials provide information to the public through the media    2. Individuals in circumstances where they feel threatened or endangered need to leave their current location to avoid danger    3. The amount of time to evacuate depends on the emergency; planning ahead (including gathering necessary supplies) is essential   IX. Preparedness Issues (Individual/Business)   1. Communication – plans should be in place to reassure, give instruction, and share information 2. Leadership/management – needs to review its emergency planning and practice executing decisions before a crisis occurs 3. Transportation – plans must account for the possibility that many individuals may be stranded after a disaster 4. Geographic location – in some types of disasters, individuals or businesses must move to an alternate geographic location 5. Personnel backup – companies that have some form of structural leadership or hierarchy ensure that certain employees are trained to replace employees that depart from the company 6. Database backup – companies need to understand that some redundancy in operations and processing is helpful 7. Key dependencies – companies should understand their dependencies on key vendors 8. Security – consists of threat assessment; individuals or companies must assess security measures   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Divide the students into groups and provide each group with a Disaster Scenarios Handout. Have the students discuss how they would resolve the situation. A captain may be designated for each group to present the collaborative resolution. Use the Discussion Rubric, the Group Evaluation Rubric, and the Presentation Rubric for assessment as needed.  Have students work together in several small groups. Have each group make a list of potential terrorist targets, then discuss and create a means to protect and harden those targets. Use the Discussion Rubric and the Peer Evaluation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have students work in pairs on a computer with Internet access. Have the students work together to research a natural disaster or terrorist act. Have the students use their research to create a presentation (computer-based or poster board) and teach the class about their incident. Use the Research Rubric and the Presentation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For reinforcement, the students will create a Venn Diagram illustrating the similarities and differences between natural disasters and terrorist disasters. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * US Department of Justice (DOJ), *Engaging the Private Sector to Promote* *Homeland Security: Law Enforcement-Private Security Partnerships* <https://www.ncjrs.gov/pdffiles1/bja/210678.pdf> * *Introduction to Private Security: Theory Meets Practice,* Cliff Roberson &Michael L. Birzer * *Introduction to Security* (6th Ed.), Robert J. Fischer & Gion Green * Investigator/Officer’s Personal Experience |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts Standards   1. Speaking   A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).  1. Understand how style and content of spoken language varies in different contexts and influences the listener’s understanding.  2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, the students will research specific incidents of terrorist attacks, select one, and write a short research paper about the incident. Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)