# Scope & Sequence

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| **Course Name:** Federal Law Enforcement and Protective Services  **TSDS PEIMS Code:** 13029800 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 10 – 12.  **Prerequisites:** None.  **Recommended Prerequisites:** Principles of Law, Public Safety, Corrections, and Security. |
| **Course Description:** Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services for federal law enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, to ensure computer security, to provide information assurance, and to prevent cybercrime. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.341. (c) Knowledge and skills.** | |
| **Unit 1: Professional Standards and Communication Skills**  Students will explore and discuss employability skills, professional standards, and ethical responsibilities in the field of federal law enforcement and protective services in small groups and/or as a class as they develop and apply their teamwork skills. Students will also discuss resources available through CTSO or other extracurricular organization(s) to further develop teamwork, leadership, and interpersonal skills.  Students will discuss and demonstrate sensitivity to and value for diversity as well as confidentiality in classroom discussions, activities, and/or participation in occupational tasks/federal law enforcement scenarios in this unit and throughout the course. Students will also ethically use appropriate technology and/or assigned materials to research and demonstrate an understanding of content, technical concepts, and vocabulary. | 5 Periods  225 Minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.  (2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:  (A) demonstrate positive work behaviors and attitudes and professional standards in federal law enforcement and protective services;  (B) support and apply ethical reasoning to a variety of simulation situations in order to make ethical decisions;  (C) demonstrate teamwork skills through working cooperatively with others to achieve tasks such as team building, consensus, continuous improvement, respect of opinions of others, cooperation, adaptability, and conflict resolution;  (D) demonstrate sensitivity to and value for diversity and confidentiality; and  (E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials. | |
| **Unit 2: History of Federal Law Enforcement and Protective Services**  Examining the history of federal law and protective services in this unit helps students learn how both agencies developed and how important it is that they work closely together. Students will use appropriate technology and/or assigned materials to research and discuss the development of federal law enforcement and protective services through the history of the United States and explain the importance of the interface between federal law enforcement and protective services and other aspects of law enforcement. | 10 periods  450 minutes | (3) The student explores the history of federal law enforcement and protective services in the United States. The student is expected to:  (A) research the development of federal law enforcement and protective services through the history of the United States; and  (B) explain the importance of the interface between federal law enforcement and protective services and other aspects of law enforcement. | |
| **Unit 3: Workplace Safety**  Students in this unit will identify and explain potential workplace safety and health issues. Students will use appropriate technology and/or assigned materials to research and discuss and identify workplace hazards to health, safety, and the environment. Students will also inspect a workplace to identify potential health, safety, and environmental problems, investigate and document findings in simulated workplace incidents and accidents, and summarize issues and problems associated with hazardous materials. | 15 periods  675 minutes | (4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:  (A) identify workplace hazards to health, safety, and the environment;  (B) inspect a workplace to identify potential health, safety, and environmental problems;  (C) investigate and document findings in simulated workplace incidents and accidents; and  (D) summarize issues and problems associated with hazardous materials. | |
| **Unit 4: Ethical and Legal Responsibilities**  In this unit, students will analyze the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services and demonstrate an understanding of ethical behavior standards required for federal law enforcement and protective services personnel. Students will use appropriate technology and/or assigned materials to research and differentiate between civil and criminal law, analyze the impact of legal issues relevant to federal law enforcement and protective services, analyze the connections between constitutional and federal laws, federal law enforcement, and private security operations by referencing relevant constitutional amendments, analyze specific federal, state, and local laws and regulations affecting government security operations, and analyze the impact of the Fourteenth Amendment as it relates to due process and equal protection of the law.  Students will present and/or discuss their findings, and analyze the importance of social media and be familiar with its effects on federal law enforcement and protective services in a group discussion. Students will also participate in classroom activities and/or occupational tasks/law enforcement scenarios that both demonstrate and evaluate individual ethical behavior standards as well as compare alternative responses in simulated security scenarios that require application of ethical and legal behavior. Students will create brief oral or written presentations that summarize specific juvenile laws affecting security operations, summarize the due process rights granted to individuals by the Fifth Amendment during an interrogation, describe the importance of good public relations techniques as they relate to federal law enforcement and protective services and crisis situations and discuss the possible ramifications of unethical behavior on the part of security professionals.  Students will contribute to group discussions and presentations by demonstrating active listening and effective speaking skills as they further develop and increase their interpersonal skills. | 20 periods  900 minutes | (5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:  (A) differentiate between civil and criminal law;  (B) analyze the impact of legal issues relevant to federal law enforcement and protective services;  (C) describe the importance of good public relations techniques as they relate to federal law enforcement and protective services and crisis situations;  (D) analyze the connections between constitutional and federal laws, federal law enforcement, and private security operations by referencing relevant constitutional amendments;  (E) analyze specific federal, state, and local laws and regulations affecting government security operations;  (F) summarize specific juvenile laws affecting security operations;  (G) compare alternative responses in simulated security scenarios that require application of ethical and legal behavior;  (H) discuss the possible ramifications of unethical behavior on the part of security professionals;  (I) analyze the importance of the Fourth Amendment with respect to security officer powers of arrest, search, and seizure;  (J) summarize the due process rights granted to individuals by the Fifth Amendment during an interrogation;  (K) analyze the impact of the Fourteenth Amendment as it relates to due process and equal protection of the law; and  (L) analyze the importance of social media and be familiar with its effects on federal law enforcement and protective services. | |
| **Unit 5: Risk Management Principles**  In this unit students will explore and explain risk management principles as they apply to security functions for the protection of assets. Students will learn and describe the sources of natural, intentional, and unintentional threats such as information assurance, computer security, cybercrime, human trafficking, border security, and domestic and foreign terrorism, and present examples that depict potential physical, electronic, procedural, and personnel vulnerabilities. Students will use appropriate technology and/or assigned materials to research and summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss, and in brief presentations and/or reports explain how security operations and the criminal justice field interface and rely upon each other | 10 periods  450 minutes | (6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:  (A) describe the sources of natural, intentional, and unintentional threats such as information assurance, computer security, cybercrime, human trafficking, border security, and domestic and foreign terrorism;  (B) present examples that depict potential physical, electronic, procedural, and personnel vulnerabilities;  (C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss; and  (D) explain how security operations and the criminal justice field interface and rely upon each other. | |
| **Unit 6: Computer Forensics and Security Systems and Operations**  In this unit students will learn how computer forensics and security systems and operations interface, and how physical and electronic systems can partner together as a protection strategy. Students will use appropriate technology and/or assigned materials to research and summarize the role of computer applications relating to forensics investigations as well as summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems. Students will work together in teams to investigate criminal activity in areas such as cybercrime, the Internet, and Internet trafficking, analyze how physical and electronic systems work together as an integrated system to support an overall protection strategy, and analyze the roles of security surveys, inspections, and exercises to test existing protection measures. Teams will present their findings in classroom discussions and/or other activities. | 15 periods  675 minutes | (7) The student analyzes the role of computer forensics in security operations. The student is expected to:  (A) summarize the role of computer applications relating to forensics investigations; and  (B) investigate criminal activity in areas such as cybercrime, the Internet, and Internet trafficking.  (8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:  (A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems;  (B) analyze how physical and electronic systems work together as an integrated system to support an overall protection strategy; and  (C) analyze the roles of security surveys, inspections, and exercises to test existing protection measures. | |
| **Unit 7: Intelligence Analysis and Crime Prevention**  Students will learn andrecognize the role of intelligence analysis in crime prevention and homeland security. Students will demonstrate their understanding by summarizing the steps of the intelligence cycle and executing a crime pattern analysis identifying links between a given crime and a set of potentially related incidents, Students will also diagram the crime triangle of ability, opportunity, and motive, describe the concepts of deter, detect, delay, and deny, and evaluate the security of a business or residence by using crime prevention through environmental design strategies. As a unit culminating activity, students will present and discuss their summaries, diagrams, and evaluations. | 15 periods  675 minutes | (10) The student recognizes the role of intelligence analysis in crime prevention and homeland security. The student is expected to:  (A) summarize the steps of the intelligence cycle such as planning, collection, collation, evaluation, analysis, dissemination, and feedback; and  (B) execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents.  (11) The student applies crime prevention concepts. The student is expected to:  (A) diagram the crime triangle of ability, opportunity, and motive;  (B) describe the concepts of deter, detect, delay, and deny; and  (C) evaluate the security of a business or residence by using crime prevention through environmental design strategies. | |
| **Unit 8: Use of Force and Self-Defense**  In this unit, students will explore and discuss situations requiring the use of force, and learn and discuss the guidelines and restrictions imposed by state and federal governments related to the use of deadly force. Students will also demonstrate the use of the force continuum in simulated situations requiring varied degrees of force as well as learn and demonstrate self-defense and defensive tactics such as ready stance, escort positions, strikes, kicks, punches, handcuffing, and searching. Students will use appropriate technology and/or assigned materials to research, analyze, and present procedures and protocols for self-defense in homeland security and protective services. | 20 periods  900 minutes | (12) The student evaluates situations requiring the use of force. The student is expected to:  (A) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force; and  (B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force.  (13) The student analyzes procedures and protocols for self-defense in homeland security and protective services. The student is expected to demonstrate self-defense and defensive tactics such as ready stance, escort positions, strikes, kicks, punches, handcuffing, and searching. | |
| **Unit 9: Critical Infrastructure Protection**  In this unit, students will discuss the importance of critical infrastructure and key assets within federal law enforcement and protective services such as water, power and energy, information, transportation, banking and finance, defense, postal and shipping, agricultural and food, public health, and emergency services. Students will work in teams or as individuals to create a plan of action for city and state for situations involving threats to critical infrastructure and key assets. As a unit culminating activity, students will present and evaluate their plans. | 10 periods  450 minutes | (14) The student recognizes the importance of critical infrastructures and key assets. The student is expected to:  (A) discuss the importance of critical infrastructure and key assets within federal law enforcement and protective services such as water, power and energy, information, transportation, banking and finance, defense, postal and shipping, agricultural and food, public health, and emergency services; and  (B) create a plan of action for city and state for situations involving threats to critical infrastructure and key assets. | |
| **Unit 10: Chemical and Biological Threats**  In this unit, students will analyze research on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals. Students will work in teams or as individuals to create and present research projects on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals. Projects will include chemical and biological threat identification, protection, detection, and decontamination concepts. As a unit culminating activity, students will present and evaluate their projects. | 15 periods  675 minutes | (15) The student identifies chemical and biological threat identification, protection, detection, and decontamination concepts. The student is expected to:  (A) analyze research on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals; and  (B) create research projects on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals. | |
| **Unit 11: Disasters and Responses**  Students will use appropriate technology and/or assigned materials to research and analyze law enforcement duties and roles in preparedness and response systems for disaster situations, and examine the Community Emergency Response Team (CERT) guidelines for home, school, and community. Students will also view/study real or simulated disaster scenarios and describe and appraise the disaster situations to determine the appropriate course of action, and implement the Community Emergency Response Team (CERT) guidelines in a simulated disaster scenario.  In brief presentations and/or reports, students will evaluate the effectiveness of the actions in place for all natural disasters, evaluate the effectiveness of preparedness and response systems during and after a disaster, summarize the characteristics of terrorism as a criminal act, and examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters.  As a unit culminating activity, students will develop a plan of action for disaster preparedness within home, school, or community and construct a CERT disaster simulation within the school or community.  After the simulation, students will display professionalism and effective communications skills as they present, analyze, evaluate, and constructively criticize their plans. | 40 periods  1,800 minutes | (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. The student is expected to:  (A) summarize the characteristics of terrorism as a criminal act; and  (B) examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters.  (16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:  (A) develop a plan of action for disaster preparedness within home, school, or community;  (B) evaluate the effectiveness of the actions in place for all natural disasters;  (C) evaluate the effectiveness of preparedness and response systems during and after a disaster;  (D) appraise a disaster situation to determine the appropriate course of action;  (E) examine and implement the Community Emergency Response Team (CERT) guidelines for home, school, or community such as fire safety, disaster medical operations, search and rescue, and terrorism; and  (F) construct a CERT disaster simulation within the school or community. | |