



# Regional Occupational Program

## Private Security Guard 2025-2026

### COURSE DESCRIPTION

This course introduces students to the private security profession in the United States. Topics include current trends, and the role of private security compared to that of police officers. Students explore specialized security fields. Students explore specialized security fields and career opportunities in various industries. The course also explains computer security, the organizational role for security, risk analysis, litigation, and technological advancements. This course may include both classroom and online activities such as video, tests/quizzes, simulations, and discussions. This course will require out-of-class work such as reading and writing assignments, practice and practical application assignments, and projects.

#### Course Information

Course Length: 1 Semester  
 Prerequisite: None  
 Course Level: Concentrator  
 UC: No  
 Articulated: No  
 Industry Cert.: Guard Card: Baton  
 Industry Sector: Public Service  
 Pathway: Public Safety  
 CALPADS: 8411

#### O\*Net SOC Codes

33-9032.00 Security Guards  
 13-1199.07 Security Management Specialists  
 11-3013.01 Security Managers

#### Legend

CTE - PS CTE Pathway Standards  
 CRP Career Ready Practices  
 CTE - AS CTE Anchor Standards  
 CCSS Common Core State Standards  
 ISTE International Society for Technology in Education

*Includes updates from 24/25 Public Services Advisory  
[Advisory Minutes](#)*

## Private Security Guard

### Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

## Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. Demonstrate critical thinking skills for a variety of purposes and in different settings.</li> <li>b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> </ol>		<u>2</u> <u>4</u> <u>5</u> <u>7</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11- 12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u>

<ul style="list-style-type: none"> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>		<u>9</u> <u>10</u> <u>11</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>6c</u> <u>7b,c,d</u>
<b>3. Leaders and Teams: Roles and Responsibilities</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
<b>4. Legal, Ethical, and Environmental Considerations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> </ul>		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

<ul style="list-style-type: none"> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> <li>e. Summarize the ethical and legal implications of workplace discrimination and harassment.</li> <li>f. Explain the concept of corporate citizenship.</li> <li>g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment.</li> <li>h. Analyze current environmental laws and regulations and their impact on industry.</li> <li>i. Compare and contrast both society's and industry's impact on the environment.</li> </ul>		<u>12</u>	<u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>6c</u>
<b>5. Personal Growth and Career Planning</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate continued personal development and growth.</b></li> <li>b. <b>Develop and manage a personal growth and career plan.</b></li> <li>c. Explain the relationship between sound financial habits and financial security.</li> <li>d. Create and manage a personal financial plan.</li> <li>e. Demonstrate initiative in achieving personal and professional goals.</li> <li>f. Apply time management strategies to meet deadlines.</li> <li>g. Demonstrate a growth mindset through flexibility and a positive attitude.</li> <li>h. Select and demonstrate appropriate job-search and retention techniques.</li> <li>i. Demonstrate strategies to prepare for employment.</li> <li>j. Demonstrate interpersonal skills appropriate for the workplace.</li> <li>k. Elaborate on the importance of perseverance to personal and professional success.</li> <li>l. Discover personal career interests, aptitudes, and skills.</li> </ul>		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
<b>6. Workplace Safety and Personal Wellness</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate proper industry specific safe work practices to prevent injury or illness.</b></li> <li>b. <b>Assess the potential impact of goal setting on personal and professional success.</b></li> <li>c. Describe the role of security and emergency procedures in workplace safety.</li> <li>d. Describe the effect of preventative measures on emergencies in the workplace.</li> <li>e. Identify and describe the causes, prevention, and treatment of common accidents.</li> <li>f. Identify local, state, and federal agencies that regulate workplace safety.</li> <li>g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA).</li> <li>h. Discuss the basics of system operations.</li> <li>i. Demonstrate the proper use of personal protective equipment (PPE).</li> <li>j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS).</li> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> <li>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</li> </ul>		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

<p>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</p> <p>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</p>					
Private Security Guard Units of Instruction					
7. History of Security and Crime Prevention	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate basic knowledge about the history and evolution of private security and its impact on the security industry today.</p> <p>b. Analyze the concept of risk management as it relates to crime prevention and liability reduction.</p> <p>c. Compare and contrast the legal powers that govern the actions of private security personnel versus public law enforcement.</p> <p>d. Discuss the intersection of emergency management, preparedness, and response.</p>	<p><a href="#">A2.0</a></p> <p><a href="#">A2.3</a></p> <p><a href="#">A2.8</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p> <p><a href="#">11</a></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p>	
8. Crime Reporting, Prevention, and Partnerships	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate basic understanding about the human ecological approach to understanding criminal behavior.</p> <p>b. Discuss current and future trends in crime reporting and measurement.</p> <p>c. Identify and discuss the major theories of crime: Deterrence Theory, The Crime Equation, Routine Activities Theory, and Environmental Theory.</p> <p>d. Describe the three types of security: reactive, proactive, and coactive.</p> <p>e. Discuss crime prevention strategies that include changes in community infrastructure, culture, or physical environment that effectively deter crime.</p>	<p><a href="#">A8.5</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p> <p><a href="#">11</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p> <p><a href="#">11</a></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p>	
9. Managing Security and Unique Challenges	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge about major business organizational models such as scientific management, bureaucratic management, administrative management, human relations management, Total Quality Management (TQM), Management by Objective (MBO), behavioral science models, and systems theory and its impact on security issues.</p> <p>b. Discuss challenges for private security in retail and business contexts.</p> <p>c. Demonstrate knowledge of strategies for detecting, responding to, and preventing crimes such as shoplifting, fraud, and robbery.</p> <p>d. Compare and contrast between management and leadership.</p>	<p><a href="#">A2.6</a></p> <p><a href="#">A2.9</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p> <p><a href="#">11</a></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p>	
10. Responding to Terrorism and Disaster	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge of proper disaster response steps and recovery procedures necessary to protect the public and maintain order before, during, and after a crisis.</p>	<p><a href="#">A2.3</a></p> <p><a href="#">A6.4</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p>	

<ul style="list-style-type: none"> <li>b. Compare and contrast the role of private and public security personnel when responding to a crisis situation.</li> <li>c. Discuss the importance of disaster plans and recovery steps for communities, businesses, and private citizens.</li> <li>d. Identify important elements that should be included in a disaster and recovery plan.</li> <li>e. Define terrorism and discuss potential terrorist activities such as biological agents, radiation material, incendiaries or explosives, chemical agents, and other weapons of mass destruction.</li> <li>f. Discuss federal, state, and local agencies responsible for public safety and their role in terrorism preparedness and emergency response management.</li> </ul>	<a href="#">A8.2</a> <a href="#">A8.4</a> <a href="#">A8.7</a> <a href="#">A8.8</a>	<u>5</u>	<u>5</u> <u>11</u>	<a href="#">11-12.6</a>  <u>WS</u> <a href="#">11-12.7</a>	
<b>11. Crime Investigations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of the role of private security in the crime investigation process and the investigative methods used for Crimes against Persons versus Crimes against Property.</b></li> <li>b. Discuss the elements of a criminal investigation and the parameters of interrogation for private security personnel.</li> <li>c. Discuss protocols as a private security professional for investigating crimes, apprehending suspects, and treating victims.</li> <li>d. Identify the types of evidence (analogical, anecdotal, character, circumstantial, demonstrative, digital, forensic, physical, statistical) and discuss how investigators use evidence to solve a crime.</li> <li>e. Describe how different types of evidence- trace, associative, testimonial, DNA, and fingerprint are gathered, collected, stored, and recorded.</li> <li>f. Discuss the parameters of <i>Use of Force</i> by private security personnel in response to physical threats.</li> <li>g. Discuss the importance and identify key and critical elements of a “<i>Use of Force</i>’ policy and training.</li> </ul>	<a href="#">A6.2</a> <a href="#">A6.3</a> <a href="#">A6.6</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <a href="#">11-12.6</a>  <u>WS</u> <a href="#">11-12.7</a>	
<b>12. Computer Network Security and Criminal Issues</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge about 4<sup>th</sup> Amendment protections for unlawful search and seizure and the scope of legal authority of private security personnel.</b></li> <li>b. Demonstrate knowledge about the security needs of personal, organizational, and national computer systems and networks.</li> <li>c. Discuss the convergence of physical security with information technology security and its impact on the role of private security personnel.</li> <li>d. Explain network and critical infrastructure protection as a specialized service of private security companies.</li> </ul>	<a href="#">A2.3</a> <a href="#">A5.0</a> <a href="#">A5.2</a>	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>		

13. Civil Liability and Court Procedures	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate knowledge about US laws and statutes and the US court system.</b></p> <p>b. Compare and contrast the three types of torts (intentional, negligence, and strict liability) leading to legal and civil liability.</p> <p>c. Discuss rules of evidence, witness examination, and testimony procedures typical in a court of law.</p> <p>d. Discuss how the lack or insufficient training for private security personnel may lead to civil liability and a support for cause in a court of law.</p>	<a href="#">A5.0</a> <a href="#">A5.2</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
14. Recruitment, Selection, and Training	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate knowledge about the recruitment, qualifications, selection process, and training of private security personnel.</b></p> <p>b. Discuss the ASIS Commission on Guidelines and its role in the development of risk mitigation guidelines and standards regarding security issues in the U.S.</p> <p>c. Identify the various licenses and certifications available to private security personnel. Discuss terms of license renewal.</p> <p>d. Discuss polygraph examinations as a pre-employment requirement for private security personnel requiring a security clearance.</p> <p>e. Discuss the importance of background check requirements, education, and training for private security personnel.</p>	<a href="#">A1.0</a> <a href="#">A1.1</a> <a href="#">A1.3</a> <a href="#">A1.6</a> <a href="#">A1.7</a> <a href="#">A1.8</a>	<u>1</u> <u>2</u> <u>5</u> <u>8</u>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">SLS</a> <a href="#">11-12.1d</a>	
15. Substance Abuse Awareness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate knowledge about illicit substance abuse, its signs and effects, and the ramifications of substance abuse on the private security industry.</b></p> <p>b. Compare and contrast substance abuse programs and treatment available in the US.</p> <p>c. Discuss signs of drug-related activities that private security officers should know.</p> <p>d. Describe the five components of a drug-free workplace program.</p> <p>e. Discuss drug-testing case law, standards, and procedures.</p>	<a href="#">A1.2</a> <a href="#">A1.4</a> <a href="#">A1.5</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
16. Ethical Issues in Private Security	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate knowledge about the impact of commercial principles on ethics, justice, and accountability.</b></p> <p>b. Discuss the importance of the written code of ethics compiled by the Task Force on Private Security for the National Advisory Committee on Criminal Justice and Standards and Goals.</p> <p>c. Compare and contrast organizational and personal values and discuss issues of accountability.</p> <p>d. Discuss the scope, purpose, and principles of the code of ethics that govern the private security industry.</p>	<a href="#">A1.4</a> <a href="#">A1.5</a> <a href="#">A1.10</a> <a href="#">A2.1</a>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">SLS</a>	

e. Explain the importance of organizational and legal ethics and describe the intersection with personal ethics and moral principles of honesty and integrity.				<a href="#">11-12.1d</a>	
<b>17. Private Security Guard Card Examination Preparation</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. <b>Demonstrate knowledge and preparation to successfully pass the California Guard Card examination.</b>	<a href="#">A1.3</a>	<a href="#">1</a>	<a href="#">1</a>	<a href="#">LS</a>	
b. Explain the Laws of Arrest and the corresponding Penal Code as it relates to law enforcement officers, private security guards, and private citizens.	<a href="#">A1.7</a>	<a href="#">2</a>	<a href="#">2</a>	<a href="#">9-10</a>	
c. Identify and discuss the legal requirements that must be met in order to qualify for a security guard card.	<a href="#">A1.8</a>	<a href="#">3</a>	<a href="#">3</a>	<a href="#">11-12.6</a>	
d. Describe the Use of Force Continuum, purpose of “Use of Force” policies and how these policies impact the private security industry.		<a href="#">5</a>	<a href="#">5</a>	<a href="#">SLS</a>	
e. Explain lethal or deadly force and describe situations where these parameters extend to private security.		<a href="#">11</a>	<a href="#">11</a>	<a href="#">11-12.2</a>	
f. Explain the three circumstances in which private security officers can legally use force.				<a href="#">WS</a>	
g. Discuss the licensing, liability, and legal compliance issues concerning private security services including the protective security services relevant for high net worth families.				<a href="#">11-12.7</a>	
h. Describe potential liability problems common to security operations, including negligent security and tortious liability, and civil actions, and identify potential remedies, including but not limited to insurance, and the on-going training of security personnel.					

## **Standards Alignment**

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## CTE Model Curriculum Standards—Industry Sectors and Pathways

### **Public Services Pathways Standards**

#### **A. Public Safety Pathway**

- A1.0 *Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.*
- A.1.1 *State the major types of occupations found in the Public Safety Pathway and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information.*
- A1.2 *Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.*
- A1.3 *Recognize the extent and scope of a background investigation, what sorts of information is collected, and how it may impact the evaluation of a candidate for a position in a public safety occupation.*
- A1.4 *Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.*
- A1.5 *Demonstrate strategies and requirements for individuals and organizations to employ to respond to unethical and illegal actions in a variety of workplace situations.*
- A1.6 *Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in a public safety.*
- A1.7 *Understand the selection process for many public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods.*
- A1.8 *Understand the importance of security and background checks, credit checks, and other assessments—including oral interviews and polygraph tests—that are required for some public safety occupations.*
- A1.10 *Understand how loyalty, duty, honor, integrity, selfless service, and personal courage play an important role in many public safety occupations.*
- A2.0 *Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.*
- A2.1 *Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.*
- A2.3 *Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters.*
- A2.6 *Use conflict-resolution and anger-management skills and procedures to resolve problems.*
- A2.8 *Survey the history of public safety agencies in the United States and their influence on the current systems.*
- A2.9 *Analyze and evaluate ideas, proposals, and solutions to problems.*
- A5.0 *Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.*
- A5.2 *Explain the importance of individual liberties and rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.*
- A6.2 *Identify the skills required to deal effectively with emergency situations.*
- A6.3 *Become familiar with personal safety procedures to meet prescribed regulations and situations.*
- A6.4 *List the key elements of an action plan.*
- A6.6 *Demonstrate the techniques for restraining individuals without violating their individual rights or jeopardizing safety.*

- A8.2 *Assess the local, state, national, and global perspectives on homeland security and the implications of protecting the public from natural and man-made threats to public safety.*
- A8.4 *Identify the current global and national issues and policies concerning terrorism and homeland security.*
- A8.5 *List the various techniques and methods of infrastructure and facilities protection.*
- A8.7 *Survey the roles, functions, and interdependency among local, federal, and international law enforcement, intelligence, and military agencies.*
- A8.8 *Analyze the various elements of emergency preparedness, including emergency response and recovery, within the context of homeland security.*

## ISTE Standards for Students

**1. Empowered Learner-** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

**2. Digital Citizen-** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

**3. Knowledge Constructor-** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

**4. Innovative Designer-** Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

**5. Computational Thinker-** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

*c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*