

# Course Outline

Public Services

REVISED: August/2017

**Job Title:**  
Security Guard

**78-85-70**

**Career Pathway:**  
Public Safety

## Security Officer Trainee

**Industry Sector:**  
Public Services

**Credits:** 5

**Hours:** 90

**O\*NET-SOC CODE:**  
33-9032.00

### Course Description:

This competency-based course is designed to prepare students for entry-level employment as security officers. Technical instruction includes: orientation, safety policies and procedures, and employability skills. Emphasis is placed on: powers of arrest, weapons of mass destruction (WMD) and terrorism, public relations, observation and documentation, communication protocols, liability/legal aspects, transportation security officer, evacuation procedures, officer safety, arrest, search and seizure, access control, trespass, first aid and CPR, handling difficult people, workplace violence, chemical agents, preserving the incident scene, crowd control, courtroom demeanor, parking/traffic control, and fire safety. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**CBEDS Title:**  
Introduction to Public Safety  
Careers

### Prerequisites:

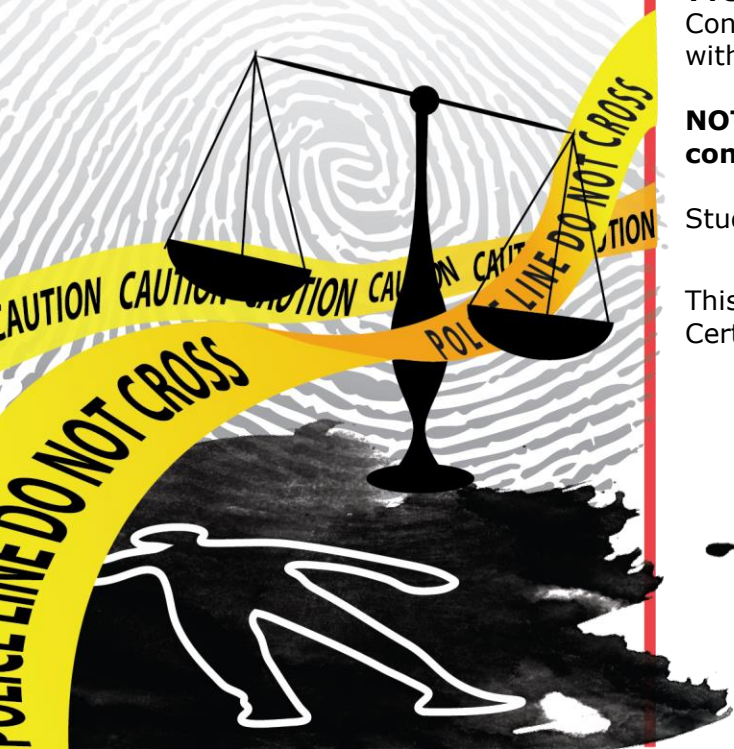
Concurrent high school students must be at least 16 years old, with at a 2.0 grade point average and a good attendance record.

**NOTE:** For Perkins purposes this course has been designated as a **concentrator/capstone** course.

Students must be at least 18 years old to receive a guard card.

This course cannot be repeated once a student receives a Certificate of Completion.

**CBEDS No.:**  
5846



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-30

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-30

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

pp. 32-33

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## ***ACKNOWLEDGMENTS***

Thanks to PAUL PIDOUX and MARCELA BAKER for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## **Public Services Industry Sector**

### **Knowledge and Performance Anchor Standards**

#### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.

#### **2.0 Communications**

Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

#### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

#### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment.

#### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

#### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Public Services sector workplace environment.

#### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Public Services sector workplace environment and community settings.

#### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

#### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA and SkillsUSA career technical student organizations.

#### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Public Services sector, following procedures when carrying out experiments or performing technical tasks.

#### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Public Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the Cal-HOSA and SkillsUSA career technical student organizations.

## ***Public Services Pathway Standards***

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

The Public Safety pathway prepares students with a broad-based foundational knowledge in careers that involve public safety. The educational foundation will assist students who wish to pursue related professional training at the postsecondary level. Students will gain experience through classroom instruction, hands-on training, and community exercises. The evolving integration of state public safety organizations, their connections with federal and state intelligence and security agencies, interoperability and coordination of effort, and the shared mission to protect the public in a post-9/11 world are areas of emphasis for the pathway. The careers included in this pathway primarily address law enforcement services, homeland and cyber security services, and correctional services.

Sample occupations associated with this pathway:

- ◆ Animal Control Worker
- ◆ Correctional Officer/Probation Officer
- ◆ Law Enforcement Officer
- ◆ Loss Prevention Specialist
- ◆ Military Service

- 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.
- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
- A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.
- A6.0 Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).
- A7.0 Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.
- A8.0 Demonstrate an understanding of the functions and career opportunities within the U.S. Department of Homeland Security (DHS).
- A9.0 Demonstrate an understanding of the functions of the U.S. Foreign Service.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Security Officer Trainee Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Identify classroom policies and procedures.</li> <li>4. List the different occupations in the Public Services Industry Sector which have an impact on the role of Security Officers.</li> <li>5. Describe the role of the Bureau of Security and Investigative Services (BSIS) in licensing security officers.</li> <li>6. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the security field.</li> <li>7. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing security officers.</li> <li>8. Evaluate the impact of Environmental Protection Agency (EPA).</li> <li>9. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 3, 6, 7, 8, 9</p> <p><b>CTE Anchor:</b> Communications: 2.3 Career Planning and Management: 3.4, 3.6 Health and Safety: 6.2, 6.6, 6.7 Ethics and Legal Responsibilities: 8.2 Leadership and Teamwork: 9.6</p> <p><b>CTE Pathway:</b> C1.1, C1.7, C2.4, C3.2</p>
<p>B. POWERS OF ARREST</p> <p>Understand the legal aspects, techniques, liability, and company requirements relating to the arrest of an individual based on the provisions contained in the Department of Consumer Affairs’/Bureau of Security and Investigative Services Power to Arrest Training Manual.</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. arrest</li> <li>b. Bureau of Security and Investigative Services (BSIS)</li> <li>c. civil liability</li> <li>d. command presence</li> <li>e. conclusion</li> <li>f. criminal liability</li> <li>g. detainment</li> <li>h. detention</li> <li>i. excessive force</li> <li>j. fact</li> <li>k. felony</li> <li>l. ‘frisk’ searching</li> <li>m. infraction</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8, 9, 10</p> <p><b>CTE Anchor:</b> Communications: 2.3 Career Planning and Management: 3.2, 3.4 Responsibility and Flexibility: 7.2, 7.3, 7.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>n. inspection</li> <li>o. law suit</li> <li>p. misdemeanor</li> <li>q. observation</li> <li>r. party</li> <li>s. peace officer (police)</li> <li>t. prevention</li> <li>u. private citizen</li> <li>v. private citizen arrest</li> <li>w. probable cause reasonable cause</li> <li>x. reasonable force</li> <li>y. report search</li> <li>z. security officer</li> <li>aa. suspect</li> <li>bb. terrorist/terrorism</li> </ul> <ol style="list-style-type: none"> <li>2. State the contents of the Bureau of Security and Investigative Services (BSIS) Power to Arrest Manual.</li> <li>3. State the contents of the Business and Professional Code Sections 7583.5 and 7583.6 regarding the course of training in the exercise of power to arrest.</li> <li>4. Describe the importance of an annual review of the security officer examination.</li> <li>5. State the importance of achieving a 100% score on the security officer examination.</li> <li>6. State the responsibilities of the registered security officer.</li> <li>7. Explain the differences between a security officer and a police officer.</li> <li>8. Describe how security officers should perform their job.</li> <li>9. Describe what a security officer should do if an offense occurs.</li> <li>10. Describe other duties a security officer might perform.</li> <li>11. State the relationship between the security officer and the local police.</li> <li>12. Explain the differences between facts and conclusions.</li> <li>13. List the six facts that are included in a report.</li> <li>14. State the authority of a security officer to question people.</li> <li>15. State the relationship between a security officer and the owner of the property.</li> <li>16. Describe the relationship between a security officer and the owner of the property.</li> <li>17. Describe how a security officer should handle violations on the property.</li> <li>18. State the role of the security officer and persons attempting to enter the property.</li> <li>19. Describe other duties a security officer might perform.</li> <li>20. Describe the basis for a security officer to make arrest decisions.</li> <li>21. Discuss the difference between an inspection and a search.</li> <li>22. Describe the roll of the security officer inspecting an employee.</li> <li>23. State the actions of the security officer if the employee refuses to cooperate with the inspection.</li> </ol>	<p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4</p> <p>Leadership and Teamwork: 9.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p><b>CTE Pathway:</b> C1.5, C2.1, C2.2, C2.3, C2.4, C6.2, C7.5</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>24. Describe the difference between the power to arrest by:</p> <ol style="list-style-type: none"> <li>a. a private person</li> <li>b. a security guard</li> </ol> <p>25. Explain the difference between a criminal and civil liability.</p> <p>26. Describe the acts of a security officer that could lead to criminal liability.</p> <p>27. State the responsibility of an employer for the security officer's actions.</p> <p>28. Describe legal and other factors to consider before making an arrest.</p> <p>29. Describe the differences between the following categories of arrestable offenses:</p> <ol style="list-style-type: none"> <li>a. infractions</li> <li>b. misdemeanors</li> <li>c. felonies</li> </ol> <p>30. Describe common misdemeanors.</p> <p>31. Describe common felonies.</p> <p>32. Describe the legal powers of arrest according to the California Penal Code Sections 834 and 837.</p> <p>33. State the person who has the authority to decide if a suspect is guilty.</p> <p>34. Describe the information in a statement that puts a suspect under arrest.</p> <p>35. State the use of reasonable force in detaining a suspect.</p> <p>36. Compare the difference between reasonable force and excessive force.</p> <p>37. Describe guilty by association.</p> <p>38. Describe the guideline for touching or searching a suspect.</p> <p>39. Describe the guidelines for 'frisk' searching a suspect.</p> <p>40. State search procedures involving weapons or stolen items.</p> <p>41. State the Merchant's Privilege Rule.</p> <p>42. State detaining and searching a suspect under the Merchant's Privilege Rule.</p> <p>43. Describe the duties of the security officer after an arrest.</p> <p>44. Describe the responsibilities of the peace officer after the arrest.</p> <p>45. Describe the procedures involved during and after making a misdemeanor arrest.</p> <p>46. Define terrorism.</p> <p>47. Describe the nature and characteristics of terrorism.</p> <p>48. Explain the difference between domestic terrorism and international terrorism.</p> <p>49. State the four counter-terrorist techniques of physical security.</p> <p>50. List the characteristics of a terrorist.</p> <p>51. State how each of the following contributes to professionalism:</p> <ol style="list-style-type: none"> <li>a. ethical behavior</li> <li>b. honesty</li> <li>c. loyalty</li> <li>d. personal appearance</li> <li>e. pride in one's work</li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hour)	<ul style="list-style-type: none"> <li>f. command presence</li> <li>52. Explain the importance of always following the Security Guard’s Creed.</li> <li>53. Summarize the most important points in the Power to Arrest Training Manual.</li> <li>54. Pass the BSIS Power to Arrest Exam with 100%</li> </ul>	
<p>C. WEAPONS OF MASS DESTRUCTION (WMD) AND TERRORISM</p> <p>Understand the information contained in the Department of Consumer Affairs/Bureau of Security and Investigative Services and Investigative Services Weapons of Mass Destruction &amp; Terrorism Awareness for Security Professionals Workbook.</p>	<ol style="list-style-type: none"> <li>1. State the following: <ul style="list-style-type: none"> <li>a. likely targets in California for terrorist activity</li> <li>b. personal definition of terrorism</li> <li>c. definition of “Weapons of Mass Destruction”</li> </ul> </li> <li>2. State the purpose of terrorism.</li> <li>3. Describe the following: <ul style="list-style-type: none"> <li>a. likely local target for terrorist activity</li> <li>b. why that target would be chosen</li> <li>c. the effect of such an attack on Los Angeles, California, and the nation</li> </ul> </li> <li>4. Describe means of frightening or harming large groups of people besides using bombs.</li> <li>5. Describe the requirements a terrorist group needs in order to carry out an attack.</li> <li>6. Identify the role of the security officer in preventing and handling terrorist attacks.</li> <li>7. State the following: <ul style="list-style-type: none"> <li>a. methods a terrorist might use to recruit members at a worksite</li> <li>b. objects at the workplace a terrorist might steal for money</li> <li>c. vehicle activity at the workplace that might arouse suspicion</li> <li>d. ways a terrorist might enter a workplace without being noticed</li> </ul> </li> <li>8. Define terrorism.</li> <li>9. Identify two key ways a terrorist organization can become viable.</li> <li>10. Describe the following types of weapons a terrorist can use: <ul style="list-style-type: none"> <li>a. conventional weapons</li> <li>b. chemical and biological weapons</li> <li>c. nuclear weapons</li> </ul> </li> <li>11. State why each of the following is important to terrorists: <ul style="list-style-type: none"> <li>a. choosing a date</li> <li>b. checking out the site</li> <li>c. transporting the weapon</li> </ul> </li> <li>12. Define weapons of mass destruction.</li> <li>13. State the importance of B-NICE.</li> <li>14. Define the following: <ul style="list-style-type: none"> <li>a. biological agent</li> <li>b. nuclear terrorism</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5 Technology: 4.1 Health and Safety: 6.2, 6.7 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> C2.3, C2.7, C3.1, C3.2, C3.3, C3.8, C7.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> <li>c. incendiary device</li> <li>d. chemical agent</li> <li>e. explosive</li> </ul> <p>15. Explain the advantages and disadvantages to a terrorist of:</p> <ul style="list-style-type: none"> <li>a. biological agent</li> <li>b. nuclear material</li> <li>c. incendiary device</li> <li>d. chemical agent</li> <li>e. explosive</li> </ul> <p>16. Define the following:</p> <ul style="list-style-type: none"> <li>a. Chemical, Biological, Radiological, Nuclear, Explosive weapons (CBRNE)</li> <li>b. Terrorist Liaison Officer (TLO)</li> </ul> <p>17. Describe types of activities that might arouse the security officer's suspicions.</p> <p>18. State the following officer actions after a terrorist event has taken place:</p> <ul style="list-style-type: none"> <li>a. notification of authorities</li> <li>b. isolation or evacuation of persons</li> <li>c. protection of self</li> </ul> <p>19. State the role the homeland security officer plays in coordinating critical information about terrorist activities.</p> <p>20. Describe the relationship between the gathering of data and the larger intelligence effort.</p> <p>21. Pass the student workbook exercises in the Department of Consumer Affairs' Weapons of Mass Destruction and Terrorism Awareness for Security Professionals course.</p>	
<p>D. PUBLIC RELATIONS</p> <p>Understand, apply, and evaluate the procedures that encourage positive relations with community and the employer.</p>	<ul style="list-style-type: none"> <li>1. Define and describe each of the following as it relates to the duties of the security guard: <ul style="list-style-type: none"> <li>a. harassment</li> <li>b. discrimination</li> <li>c. race</li> <li>d. gender/sex</li> <li>e. religion</li> <li>f. stereotype/stereotyping</li> <li>g. attitude</li> </ul> </li> <li>2. Describe the influence of stereotype on attitude.</li> <li>3. Describe how stereotyping has a positive or negative effect on: <ul style="list-style-type: none"> <li>a. Respect for another person</li> <li>b. The attitude toward another person</li> </ul> </li> <li>4. Explain the difference between harassment and discrimination.</li> <li>5. List examples of: <ul style="list-style-type: none"> <li>a. racial and gender harassment</li> <li>b. racial and gender discrimination</li> </ul> </li> <li>6. Define the following: <ul style="list-style-type: none"> <li>a. Crisis intervention</li> <li>b. I-message</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 7, 8, 9, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.2 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.6 Responsibility and Flexibility: 7.2, 7.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>c. nonjudgmental</p> <p>7. State why it is important to have good verbal skills in a crisis intervention situation.</p> <p>8. Describe and demonstrate the following verbal skills used in crisis intervention:</p> <ul style="list-style-type: none"> <li>a. acknowledge feelings underlying the action</li> <li>b. use I-messages to maintain control of the situation</li> <li>c. control voice tone, speed and volume</li> <li>d. present nonjudgmental statements</li> <li>e. repeat statement or question if necessary</li> <li>f. verify that the person understands the message</li> </ul> <p>9. Define the following:</p> <ul style="list-style-type: none"> <li>a. culture</li> <li>b. ethnicity</li> <li>c. diversity</li> </ul> <p>10. Describe how the following are unique to a culture:</p> <ul style="list-style-type: none"> <li>a. language</li> <li>b. gesture concept of time</li> <li>c. concept of time</li> <li>d. concept of space</li> <li>e. gender roles</li> </ul> <p>11. State why cultural differences may appear threatening to an outsider.</p> <p>12. Identify the positive strategies to help control a situation involving people from two or more different cultures than the security officer.</p> <p>13. Describe ways that an organization can value diversity among its employees.</p> <p>14. Define the following:</p> <ul style="list-style-type: none"> <li>a. disturbed person</li> <li>b. mental illness</li> <li>c. emotional problems</li> <li>d. substance abuse</li> </ul> <p>15. Identify the range of behaviors that are associated with mental illness.</p> <p>16. State a general strategy for dealing with disturbed people.</p> <p>17. Describe the physical and psychological action of the following substances:</p> <ul style="list-style-type: none"> <li>a. alcohol</li> <li>b. amphetamines</li> <li>c. barbiturates</li> <li>d. hallucinogens</li> </ul> <p>18. State a general strategy for dealing with people under the influence of substances.</p> <p>19. Define the following:</p> <ul style="list-style-type: none"> <li>a. ethical behavior</li> <li>b. professionalism</li> <li>c. command presence</li> </ul>	<p>Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5</p> <p>Leadership and Teamwork: 9.5, 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.9, C2.6, C5.1, C5.2, C5.3, C5.4, C5.5, C7.8, C7.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<p>20. State how each of the following behavior contributes to professionalism in the eyes of the public:</p> <ol style="list-style-type: none"> <li>a. ethical behavior</li> <li>b. honesty</li> <li>c. loyalty</li> <li>d. personal appearance</li> <li>e. pride in one's work</li> <li>f. command presence</li> </ol> <p>21. Role-play proper security officer conduct in the following incidents:</p> <ol style="list-style-type: none"> <li>a. witnessing racial harassment</li> <li>b. witnessing gender or sexual harassment</li> <li>c. interacting with a difficult person from the same culture as the security officer</li> <li>d. interacting with a difficult person from a different culture than the security officer</li> <li>e. proving assistance to a mentally disturbed person</li> <li>f. interacting with a substance abuser.</li> </ol> <p>22. Pass the Public Relations quiz with 100% accuracy.</p>	
<p>E. OBSERVATION AND DOCUMENTATION</p> <p>Understand, apply, and evaluate patrol techniques and documentation of reports.</p>	<ol style="list-style-type: none"> <li>1. State the importance of having good English skills in: <ol style="list-style-type: none"> <li>a. reading</li> <li>b. writing</li> <li>c. listening and speaking</li> </ol> </li> <li>2. Define powers of observation.</li> <li>3. State the importance of the following: <ol style="list-style-type: none"> <li>a. noticing</li> <li>b. Interpreting</li> <li>c. recalling</li> </ol> </li> <li>4. Describe and demonstrate memory improving skills.</li> <li>5. Describe and demonstrate how the following senses aid in developing powers of observation: <ol style="list-style-type: none"> <li>a. sight</li> <li>b. sound</li> <li>c. smell</li> <li>d. taste</li> <li>e. touch</li> </ol> </li> <li>6. Describe facial and body characteristics and how they aid in identifying a person.</li> <li>7. Define the following: <ol style="list-style-type: none"> <li>a. patrol</li> <li>b. foot patrol</li> <li>c. vehicular patrol</li> <li>d. surveillance</li> </ol> </li> <li>8. State the purpose of a patrol.</li> <li>9. State the relationship between the purpose of a patrol and preparation for a patrol.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 8, 9, 10</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Technology: 4.3, 4.6 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> C1.9, C2.5, C2.6, C5.1, C5.2, C5.3, C5.5, C7.10</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> <li>10. Describe the advantages and disadvantages of:               <ol style="list-style-type: none"> <li>a. foot patrol</li> <li>b. vehicular patrol</li> <li>c. surveillance (non-mobile) patrol</li> </ol> </li> <li>11. State specific techniques for:               <ol style="list-style-type: none"> <li>a. daylight patrol</li> <li>b. night patrol</li> </ol> </li> <li>12. Describe examples of suspicious activities that can occur:               <ol style="list-style-type: none"> <li>a. during the day patrol</li> <li>b. during the night patrol</li> </ol> </li> <li>13. Describe the response of the security guard to suspicious activity:               <ol style="list-style-type: none"> <li>a. during the day patrol</li> <li>b. during the night patrol</li> </ol> </li> <li>14. State what an appropriate question is.</li> <li>15. Give examples of questions beginning with:               <ol style="list-style-type: none"> <li>a. Who?</li> <li>b. What?</li> <li>c. When?</li> <li>d. Where?</li> <li>e. Why?</li> <li>f. How?</li> </ol> </li> <li>16. Define:               <ol style="list-style-type: none"> <li>a. notebook</li> <li>b. report</li> <li>c. administrative or routine report</li> <li>d. operational or incident report</li> </ol> </li> <li>17. Describe the purpose of a notebook.</li> <li>18. Describe how to organize notes in the notebook.</li> <li>19. Review the difference between fact and opinion.</li> <li>20. List the type of information to enter in the notebook.</li> <li>21. Describe the ways that a notebook can reflect the work and ability of a security officer.</li> <li>22. State the reasons for preparing good reports.</li> <li>23. State the purpose of an operational report.</li> <li>24. Describe the essential characteristics of a good operational report.</li> <li>25. Describe report writing styles.</li> <li>26. Pass the Observation and Documentation quiz with 100% accuracy.</li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. COMMUNICATION PROTOCOLS</p> <p>Understand and apply communication protocols within the guard agency and with outside personnel.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. State the importance of internal and external communication.</li> <li>2. State when and whom to contact in various situations.</li> <li>3. Describe and demonstrate common protocols used to communicate with:               <ol style="list-style-type: none"> <li>a. the employer</li> <li>b. the contractor</li> </ol> </li> <li>4. List the common codes used in radio communication.</li> <li>5. Describe and demonstrate radio protocol.</li> <li>6. Describe and demonstrate the use of other communication devices.</li> <li>7. Describe and demonstrate common protocols used to contact:               <ol style="list-style-type: none"> <li>a. emergency personnel</li> <li>b. first responders</li> <li>c. medical personnel</li> <li>d. police/sheriff/highway patrol</li> <li>e. city services</li> <li>f. government services</li> <li>g. homeland security</li> </ol> </li> <li>8. Pass the Communication Protocols quiz with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 7, 9, 10</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.5 Health and Safety: 6.2, 6.5 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> C2.5, C3.7, C3.10 C5.2</p>
<p>G. LIABILITY/LEGAL ASPECTS</p> <p>Understand the liability and legal aspects of the security officer position.</p>	<ol style="list-style-type: none"> <li>1. Define the following:           <ol style="list-style-type: none"> <li>a. liability</li> <li>b. civil liability</li> <li>c. common crime</li> <li>d. criminal liability</li> <li>e. false arrest</li> <li>f. illegal detention</li> <li>g. legal meaning of “party”</li> <li>h. law suit</li> <li>i. negligence</li> <li>j. private patrol operator</li> <li>k. security guard</li> <li>l. vicarious liability</li> <li>m. wrongful acts</li> </ol> </li> <li>2. Review the roles and responsibilities of a security guard.</li> <li>3. Identify the protections the U.S. Constitution and Bill of Rights offer to the individual.</li> <li>4. Describe the operation of California’s legal system.</li> <li>5. Compare the differences between civil law and criminal law.</li> <li>6. Describe how the following wrongful acts could make a security officer criminally liable:           <ol style="list-style-type: none"> <li>a. intimidation</li> <li>b. excessive physical force</li> <li>c. use of unauthorized deadly weapons</li> <li>d. unlawful use of defensive weapons</li> <li>e. false arrest (misdemeanor and felony)</li> </ol> </li> <li>7. Describe how a security officer may incur civil liability.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 10, 11</p> <p><b>CTE Anchor:</b> Health and Safety: 6.2 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2</p> <p><b>CTE Pathway:</b> C1.2, C1.4, C2.1, C6.1, C6.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> <li>8. State the concept of vicarious liability as it relates to the actions of the employer or contractor.</li> <li>9. Describe the importance of the Private Security Services Act [Business and Professions Code Division 3 Chapter 11.5] to security officers.</li> <li>10. Summarize the information in the following sections of the Business and Professions Code Division 3 Chapter 11.5, Private and Security Services Article 4:               <ol style="list-style-type: none"> <li>a. Section 7583.6 – security guard training requirements</li> <li>b. Section 7583.7 – security guard power of arrest training requirements</li> <li>c. Section 7583.8 – issuance of a registration card to a security guard</li> <li>d. Section 7583.5 – authority to carry an exposed firearm</li> <li>e. Section 7582.2 – exemptions from the Private Security Services Act</li> <li>f. Sections 7585.9, 7585.14, and 7583.34 – authority to carry and use a baton</li> <li>g. Sections 7583.35, 7583.36, and 7583.37 – authority to carry and use tear gas</li> <li>h. Sections 7582.26, 7582.27, and 7582.28 – authority to wear a uniform, badge patch, or insignia</li> </ol> </li> <li>11. Summarize the information in the following articles of the California Code of Regulations (CCR), Title 16, Division 7:               <ol style="list-style-type: none"> <li>a. Article 6 – requirements for carrying or use of firearms or simulated firearms</li> <li>b. Article 7 – training in exercising the power to arrest</li> </ol> </li> <li>12. Summarize the information in the following sections of the California Penal Code:               <ol style="list-style-type: none"> <li>a. Section 12031 – carrying of loaded firearms [misdemeanor]</li> <li>b. Section 12025 – carrying a weapon concealed within a vehicle or on person</li> <li>c. Section 12002 – prohibition of carrying a wooden club or baton</li> <li>d. Section 12403.5 – purchase, possession, or transportation of tear gas by a private patrol operator</li> </ol> </li> <li>13. State the liability for false arrest.</li> <li>14. Pass the Liability/Legal Aspects quiz with 100% accuracy.</li> </ol>	
<p>H. TRANSPORTATION SECURITY OFFICER</p> <p>Understand, apply, and evaluate training to become a federal Transportation Security Officer.</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. Department of Homeland Security (DHS)</li> <li>b. Department of Transportation</li> <li>c. porous area</li> <li>d. Transportation Security Agency (TSA)</li> <li>e. Transportation Security Officer (TSO)</li> </ol> </li> <li>2. State the Aviation and Transportation Security Act of 2001.</li> <li>3. State the Fourth Amendment to the U.S. Constitution.</li> <li>4. Describe the relationship between the Fourth Amendment and airport screening procedures.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 6, 10, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.5</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> <li>5. List porous areas in the U.S. transportation system that might be vulnerable to terrorist attack.</li> <li>6. List the employment qualifications needed to become a TSO.</li> <li>7. Describe the knowledge, skills, and abilities of a TSO.</li> <li>8. Describe the employment outlook for TSOs.</li> <li>9. List permitted and prohibited travel items.</li> <li>10. Describe and demonstrate the operation of the following equipment: <ol style="list-style-type: none"> <li>a. magnetometer/walk-through metal detector</li> <li>b. hand-held metal detector/passenger screening wand</li> <li>c. Explosive Detection System</li> <li>d. Explosive Trace Detection System</li> <li>e. passenger and baggage x-ray technology</li> <li>f. two-way radio</li> <li>g. full body scanner</li> </ol> </li> <li>11. Describe and demonstrate the operation of new security equipment or techniques.</li> <li>12. Describe and demonstrate screening of: <ol style="list-style-type: none"> <li>a. passengers</li> <li>b. baggage</li> <li>c. cargo</li> </ol> </li> <li>13. Describe and demonstrate how to process passengers orderly and efficiently.</li> <li>14. State how to process passengers with special needs.</li> <li>15. State Transportation Security Administration screening procedures.</li> <li>16. Describe and demonstrate responses to: <ol style="list-style-type: none"> <li>a. security breaches</li> <li>b. emergency situations</li> </ol> </li> <li>17. Describe and demonstrate techniques to: <ol style="list-style-type: none"> <li>a. secure unauthorized weapons</li> <li>b. potentially hazardous materials</li> <li>c. prevent entry to secure areas and aircraft</li> </ol> </li> <li>18. Describe and demonstrate the use of computer hardware and software to: <ol style="list-style-type: none"> <li>a. analyze information</li> <li>b. create documents</li> <li>c. report information</li> </ol> </li> <li>19. Describe and demonstrate the identification of issues that might reveal a weakness or vulnerable area in security screening.</li> <li>20. Develop and demonstrate formal write-ups to: <ol style="list-style-type: none"> <li>a. recommend improvements to screening processes</li> <li>b. recommend improvements to prevent future security breaches or weaknesses</li> </ol> </li> <li>21. State how to participate in information briefings concerning security-sensitive or classified information.</li> <li>22. Pass the TSO quiz with 100% accuracy.</li> </ol>	<p>Technology: 4.1, 4.2, 4.3</p> <p>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.2, 6.5, 6.6, 6.7</p> <p>Ethics and Legal Responsibilities: 8.2</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.7, C2.9, C3.1, C3.2, D3.3, C3.8, C3.9, C7.1, C7.3, C7.4, C7.7, C7.8, C7.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. EVACUATION PROCEDURES</p> <p>Understand and evaluate evacuation procedures.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. evacuation</li> <li>b. act of nature</li> <li>c. power outage</li> <li>d. point of contact</li> </ol> </li> <li>2. State the role of the security officer during an evacuation.</li> <li>3. State the importance of knowing the employer’s emergency procedures.</li> <li>4. State the importance of knowing building evacuation routes.</li> <li>5. Describe the response of a security officer during a power outage.</li> <li>6. Explain the importance of establishing points of contact after an evacuation.</li> <li>7. Describe and demonstrate the general protocol for the following during an evacuation:               <ol style="list-style-type: none"> <li>a. stairs</li> <li>b. elevators</li> <li>c. doors</li> </ol> </li> <li>8. Pass the Evacuation Procedures quiz with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 10</p> <p><b>CTE Anchor:</b> Communications: 2.1 Health and Safety: 6.2, 6.5 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> C5.2, C7.1, C7.2, C7.7, C7.8</p>
<p>J. OFFICER SAFETY</p> <p>Understand, apply, and evaluate situations which compromise the safety of the security officer.</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. threat</li> <li>b. threat assessment (violence risk assessment)</li> <li>c. subject contact</li> <li>d. safety awareness</li> <li>e. blood born pathogens</li> <li>f. environmental/hazardous materials</li> </ol> </li> <li>2. Explain how a security officer’s actions might create a threatening situation.</li> <li>3. Identify the different types of threats a security office might face from the following:               <ol style="list-style-type: none"> <li>a. humans</li> <li>b. animals</li> <li>c. acts of nature</li> <li>d. man-made acts</li> </ol> </li> <li>4. Explain how each of the five senses can help a security officer assess the nature of a threat:               <ol style="list-style-type: none"> <li>a. sight</li> <li>b. sound</li> <li>c. smell</li> <li>d. taste</li> <li>e. touch</li> </ol> </li> <li>5. Describe situations where contact with a subject may pose a threat to the security officer.</li> <li>6. Describe and demonstrate how to diffuse different threatening situations with a subject or subjects.</li> <li>7. Describe safety strategies while patrolling:               <ol style="list-style-type: none"> <li>a. during situations of poor illumination (night)</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.1, 6.2, 6.6, 6.7 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application 11.1, 11.2</p> <p><b>CTE Pathway:</b> C2.2, C5.1, C5.2, C5.3, C5.4, C6.1, C7.2, C7.6, C7.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> <li>b. during situations of good illumination (day)</li> <li>8. Describe different types of blood-borne pathogens.</li> <li>9. State the following regarding blood-borne pathogens:               <ul style="list-style-type: none"> <li>a. dangers</li> <li>b. contact situations</li> <li>c. methods of protection</li> <li>d. treatment after contact</li> </ul> </li> <li>10. State Cal OSHA regulations regarding handling and storage of hazardous materials.</li> <li>11. State the protocol in reporting a chemical spill.</li> <li>12. State the importance of the Material Safety Data Sheet (MSDS).</li> <li>13. Describe the information in the National Fire Protection Association 704 Diamond.</li> <li>14. Describe the information in the Department of Transportation (DOT), United Nations (UN) and North American (NA) warning placards for hazardous materials.</li> <li>15. Pass the Officer Safety quiz with 100% accuracy.</li> </ul>	
<p>K. ARREST, SEARCH, AND SEIZURE</p> <p>Understand and evaluate the legal aspects, techniques, liability, and company requirements relating to the arrest of an individual.</p>	<ul style="list-style-type: none"> <li>1. Review the following definitions:           <ul style="list-style-type: none"> <li>a. arrest</li> <li>b. de-escalation techniques</li> <li>c. escalation techniques</li> <li>d. felony</li> <li>e. force</li> <li>f. power to arrest</li> <li>g. use of force</li> </ul> </li> <li>2. Define loss prevention.</li> <li>3. Review the protections the U.S. Constitution and Bill of Rights offer to the individual.</li> <li>4. Describe the differences between California Penal Code Sections 836 and 837 regarding powers of arrest.</li> <li>5. Review the impact of the power to arrest on the following parties:           <ul style="list-style-type: none"> <li>a. the subject/individual</li> <li>b. the guard</li> <li>c. the company</li> </ul> </li> <li>6. Describe different forms of technology that aid in loss prevention.</li> <li>7. State the role of the security officer in loss prevention.</li> <li>8. Summarize the Merchant’s Privilege Rule (California Penal Code Section 490.5 (f) and (g)) regarding detaining persons suspected of shoplifting.</li> <li>9. Describe elements of a lawful arrest.</li> <li>10. Differentiate between the felony and misdemeanor arrest policy.</li> <li>11. Describe the pursuit policy.</li> <li>12. Review the procedures for taking a suspect into custody.</li> <li>13. Describe the procedures for advising suspects of their constitutional rights.</li> <li>14. Identify the following:           <ul style="list-style-type: none"> <li>a. the arresting party</li> <li>b. the party who takes custody of the suspect after a lawful</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 8, 9, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4 Technology: 4.1 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.5, 6.6 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application 11.1, 11.2</p> <p><b>CTE Pathway:</b> C2.1, C6.1, C6.2, C7.1, C7.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<p style="text-align: center;">arrest</p> <ol style="list-style-type: none"> <li>15. State the role of the security officer before and after a violation has been committed.</li> <li>16. Describe the responsibility the employer has for the security officer's actions.</li> <li>17. State the use of escalation and de-escalation techniques in the use of force.</li> <li>18. State the use of restraint techniques and their implication.</li> <li>19. Describe and demonstrate how to handcuff a suspect.</li> <li>20. Differentiate between deadly and non-deadly force.</li> <li>21. Review the lawful use of deadly weapons.</li> <li>22. Review the laws that address the use of excessive force.</li> <li>23. Explain how to write a report.</li> <li>24. Describe the procedure for prosecuting a suspect.</li> <li>25. Pass the Arrest, Search and Seizure quiz with 80% accuracy.</li> </ol>	
<p>L. ACCESS CONTROL</p> <p>Understand and evaluate the procedures used to gain or deny access to a property.</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ol style="list-style-type: none"> <li>a. access control</li> <li>b. biometric</li> <li>c. Radio Frequency Identification (RFID)</li> </ol> </li> <li>2. Explain the differences between minimum, medium and maximum access control.</li> <li>3. Describe the following identification procedures: <ol style="list-style-type: none"> <li>a. personnel recognition</li> <li>b. ID system</li> <li>c. special passes</li> </ol> </li> <li>4. State information that is usually found on an ID card.</li> <li>5. Describe how visitors can be granted access.</li> <li>6. Describe the following electronic/electrical means of controlling access: <ol style="list-style-type: none"> <li>a. touch keypads</li> <li>b. ID card tags</li> <li>c. proximity cards</li> <li>d. biometric identification</li> <li>e. RFID tags</li> <li>f. CCTV</li> <li>g. timed locks</li> </ol> </li> <li>7. Describe the components of an alarm system.</li> <li>8. Describe the following non-electronic means of controlling access: <ol style="list-style-type: none"> <li>a. keys</li> <li>b. log books</li> </ol> </li> <li>9. Describe the strengths and weaknesses of different access control systems.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 3, 4</p> <p><b>CTE Anchor:</b> Communications: 2.3 Technology: 4.2, 4.6 Problem Solving and Critical Thinking: 5.3 Health and Safety: 6.2, 6.5, 6.7 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> C3.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	10. Describe the purpose and safety of the following screening methods: <ol style="list-style-type: none"> <li>x-ray machines</li> <li>metal detectors</li> <li>full-body scanners</li> <li>trained animals</li> </ol> 11. Pass the Access Control quiz with 80% accuracy.	
M. TRESPASS  Understand and evaluate the laws relating to trespass.	<ol style="list-style-type: none"> <li>Define the following:               <ol style="list-style-type: none"> <li>trespass/trespassing</li> <li>open land</li> <li>places of accommodation/public access</li> <li>private property</li> <li>public property</li> <li>posting of property</li> </ol> </li> <li>State the nature of and penalties for trespassing according to California law (Penal Code 602).</li> <li>State if a person can be arrested for entering and remaining on the following:               <ol style="list-style-type: none"> <li>open land</li> <li>private property</li> <li>public property</li> <li>places of accommodation</li> <li>places where there is public access</li> </ol> </li> <li>State if there are any circumstances that permit trespassing.</li> <li>State the legality of the use of force to prevent trespassing or to remove a trespasser.</li> <li>Pass the Trespass quiz with 80% accuracy.</li> </ol>	<b>Career Ready Practice:</b> 1, 3, 5, 11  <b>CTE Anchor:</b> Health and Safety: 6.2, 6.5 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> C2.1, C2.2, C7.5
N. FIRST AID AND CPR  Understand and apply first aid and CPR procedures.	<ol style="list-style-type: none"> <li>Define the following:               <ol style="list-style-type: none"> <li>Automated External Defibrillator (AED)</li> <li>burn</li> <li>Cardio-Pulmonary Resuscitation (CPR)</li> <li>Good Samaritan law</li> <li>shock</li> <li>stroke</li> </ol> </li> <li>Describe how the Good Samaritan law applies to security officers.</li> <li>Describe the major areas of the body.</li> <li>State the definition, signs, symptoms, and emergency treatment procedures for the following:               <ol style="list-style-type: none"> <li>musculoskeletal injuries</li> <li>soft tissue injuries</li> <li>head injuries</li> <li>spine injuries</li> <li>chest injuries</li> <li>abdominal injuries</li> <li>pelvic injuries</li> <li>poison emergencies</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 1, 3, 5, 6  <b>CTE Anchor:</b> Communications: 2.3 Health and Safety: 6.2, 6.3, 6.4, 6.5 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> C7.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> <li>i. heat emergencies</li> <li>j. cold emergencies</li> <li>k. chest wound</li> <li>l. lower extremities and abdominal wounds</li> <li>m. head wounds</li> <li>n. burns</li> <li>o. shock</li> <li>p. stroke</li> </ul> <ul style="list-style-type: none"> <li>5. Describe the components of a cardiopulmonary resuscitation (CPR) course.</li> <li>6. State the proper use of the Automatic External Defibrillator (AED).</li> <li>7. Pass a CPR test as offered by a nationally recognized governing body: American Red Cross, American Heart Association (AHA).</li> </ul>	
<p>O. HANDLING DIFFICULT PEOPLE</p> <p>Understand, apply, and evaluate different strategies used to handle difficult people.</p>	<ul style="list-style-type: none"> <li>1. Review the following definitions: <ul style="list-style-type: none"> <li>a. crisis intervention</li> <li>b. I-message</li> <li>c. nonjudgmental</li> </ul> </li> <li>2. Review why it is important to have good verbal skills in a crisis intervention situation.</li> <li>3. Review and demonstrate the following verbal skills used in crisis intervention: <ul style="list-style-type: none"> <li>a. acknowledge feelings underlying the action</li> <li>b. use I-messages to maintain control of the situation</li> <li>c. control voice tone, speed and volume</li> <li>d. present nonjudgmental statements</li> <li>e. repeat statement or question if necessary</li> <li>f. verify that the person understands the message</li> </ul> </li> <li>4. Review each of the following as it relates to the duties of the security guard: <ul style="list-style-type: none"> <li>a. harassment</li> <li>b. discrimination</li> <li>c. race</li> <li>d. gender</li> <li>e. stereotype/stereotyping</li> <li>f. attitude</li> </ul> </li> <li>5. Describe the influence of stereotype on attitude.</li> <li>6. Describe how stereotyping has a positive or negative effect on: <ul style="list-style-type: none"> <li>a. respect for another person</li> <li>b. the attitude toward another person</li> </ul> </li> <li>7. Compare the difference between harassment and discrimination.</li> <li>8. List examples of: <ul style="list-style-type: none"> <li>a. racial and gender harassment</li> <li>b. racial and gender discrimination</li> </ul> </li> <li>9. Review the following definitions: <ul style="list-style-type: none"> <li>a. culture</li> <li>b. ethnicity</li> <li>c. diversity</li> </ul> </li> <li>10. Review how the following are unique to a culture:</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 8, 9, 10</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.2, 6.5 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.2 Leadership and Teamwork: 9.5, 9.6 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.9, C2.1, C2.5, C2.6, C5.1, C5.3, C5.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> <li>a. language</li> <li>b. gesture</li> <li>c. concept of time</li> <li>d. concept of space</li> <li>e. gender roles</li> </ul> <ul style="list-style-type: none"> <li>11. Describe why cultural differences may appear threatening to an outsider.</li> <li>12. Identify positive strategies to help control a situation involving people from:               <ul style="list-style-type: none"> <li>a. the same culture</li> <li>b. two or more different cultures</li> </ul> </li> <li>13. Describe a general strategy for dealing with disturbed people.</li> <li>14. Describe a general strategy for dealing with people under the influence of substances.</li> <li>15. Role-play proper conduct in the following incidents:               <ul style="list-style-type: none"> <li>a. witnessing racial or gender harassment</li> <li>b. interacting with a difficult person from the same culture as the security officer</li> <li>c. interacting with a difficult person from a different culture than the security officer</li> <li>d. providing assistance to a mentally disturbed person</li> <li>e. interacting with a substance abuser</li> </ul> </li> <li>16. Pass the Handling Difficult People quiz with 100% accuracy</li> </ul>	
<p>P. WORKPLACE VIOLENCE</p> <p>Understand and evaluate different strategies used to recognize, remedy, and report work place violence incidents.</p>	<ul style="list-style-type: none"> <li>1. Define the following:           <ul style="list-style-type: none"> <li>a. anger management</li> <li>b. employee diversity</li> <li>c. sexual harassment</li> <li>d. workplace violence</li> <li>e. workplace violence spectrum</li> <li>f. workplace violence types</li> </ul> </li> <li>2. List the different levels on the workplace violence spectrum.</li> <li>3. List the different types of workplace violence.</li> <li>4. State the legal basis for an employer to prevent workplace violence.</li> <li>5. Describe and demonstrate the warning signs of behavior that can lead to the following types of workplace violence:           <ul style="list-style-type: none"> <li>a. worker-to-worker</li> <li>b. client-to-customer</li> <li>c. supervisor-to-subordinate</li> </ul> </li> <li>6. Describe how sexual harassment can be a form of workplace violence.</li> <li>7. State the benefits of an anger management program in reducing workplace violence.</li> <li>8. Review ways that an organization can value diversity among its employees.</li> <li>9. Describe how valuing diversity can help reduce workplace violence.</li> <li>10. Review personal security measures for the following parties</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 8, 9, 11</p> <p><b>CTE Anchor:</b>            Communications: 2.1, 2.2, 2.3, 2.4            Health and Safety: 6.2, 6.5            Responsibility and Flexibility: 7.7            Ethics and Legal Responsibilities: 8.1, 8.5            Leadership and Teamwork: 9.5, 9.6            Technical Knowledge and Skills: 10.1, 10.2, 10.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<p>during an episode of workplace violence:</p> <ul style="list-style-type: none"> <li>a. the security officer</li> <li>b. the persons involved</li> </ul> <p>11. List the contents of a report that documents an incident involving workplace violence.</p> <p>12. Complete a report of an incident involving workplace violence.</p> <p>13. Pass the Workplace Violence quiz with 100% accuracy.</p>	<p><b>CTE Pathway:</b> C1.4, C1.9, C2.1, C2.6, C2.7, C7.1, C7.9</p>
<p><b>Q. CHEMICAL AGENTS</b></p> <p>Understand and evaluate the legality and effects of different chemical agents used by security guards.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ul style="list-style-type: none"> <li>a. air-borne chemical agents</li> <li>b. pepper spray</li> <li>c. tear gas</li> <li>d. water-borne chemical agents</li> </ul> </li> <li>2. List common air-borne and water-borne chemical agents.</li> <li>3. Compare the differences between air-borne and water-borne chemical agents.</li> <li>4. State the effects of pepper spray.</li> <li>5. State the effects of tear gas.</li> <li>6. Review the information in the Business and Professions Code Division 3 Chapter 11.5, Private and Security Services Article 4, Sections 7583.35, 7583.36, and 7583.37 – authority to carry and use tear gas.</li> <li>7. Review the information in the California Penal Code, Section 12403.5 – purchase, possession, or transportation of tear gas by a private patrol operator.</li> <li>8. State the legality of using pepper spray.</li> <li>9. State the penalties for misuse of tear gas and pepper spray.</li> <li>10. Describe the situations in which a security officer would use a chemical agent on a suspect.</li> <li>11. Pass the Chemical Agents quiz with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 3, 4</p> <p><b>CTE Anchor:</b> Health and Safety: 6.2, 6.7 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> C3.2, C6.1, C7.7</p>
<p><b>R. PRESERVING THE INCIDENT SCENE</b></p> <p>Understand and apply the procedures in preserving an incident scene.</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ul style="list-style-type: none"> <li>a. blood spatter</li> <li>b. casts and impressions</li> <li>c. edged instrument</li> <li>d. evidence</li> <li>e. evidence tampering</li> <li>f. fibers and textiles</li> <li>g. incident</li> <li>h. incident scene</li> <li>i. pollen and spores</li> <li>j. securing a scene</li> </ul> </li> <li>2. State the ultimate objective in securing an incident scene.</li> <li>3. Describe how the following may be considered evidence: <ul style="list-style-type: none"> <li>a. hair</li> <li>b. blood</li> <li>c. blood spatter</li> <li>d. casts and impressions</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 7, 10, 11</p> <p><b>CTE Anchor:</b> Health and Safety: 6.2, 6.5 Responsibility and Flexibility: 7.2, 7.5, 7.7 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> <li>e. edged instruments</li> <li>f. fibers and textiles</li> <li>g. fingerprints</li> <li>h. firearms glass</li> <li>i. hair</li> <li>j. pollen and spores</li> <li>k. soil</li> <li>l. tools</li> </ul> <ol style="list-style-type: none"> <li>4. Describe how to care and preserve evidence.</li> <li>5. Describe how evidence can be transferred, lost, or contaminated.</li> <li>6. Describe the ways to secure the incident scene:               <ul style="list-style-type: none"> <li>a. with people at the scene</li> <li>b. with people outside the scene</li> </ul> </li> <li>7. Describe the results of not protecting evidence at an incident scene.</li> <li>8. State legal issues regarding evidence tampering and/or removal.</li> <li>9. Describe and demonstrate how the following steps aid in identifying witnesses to the scene:               <ul style="list-style-type: none"> <li>a. control of individuals</li> <li>b. separation of individuals</li> <li>c. questioning of individuals</li> </ul> </li> <li>10. Pass the Preserving the Incident Scene quiz with 100% accuracy.</li> </ol>	<p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.8, C2.5, C5.1, C5.2, C7.1, C7.3</p>
<p>S. CROWD CONTROL</p> <p>Understand, apply, and evaluate different strategies used to control crowds</p>	<ol style="list-style-type: none"> <li>1. Define the following:           <ul style="list-style-type: none"> <li>a. acquisitive crowd</li> <li>b. boisterous celebration</li> <li>c. civil disobedience/disturbance</li> <li>d. counter-demonstrators</li> <li>e. crowd</li> <li>f. demonstration</li> <li>g. dispute</li> <li>h. expressive crowd</li> <li>i. hostile crowd</li> <li>j. labor action</li> <li>k. labor contract</li> <li>l. labor dispute</li> <li>m. mob</li> <li>n. organized bargaining unit (labor union)</li> <li>o. National Labor Relations Act</li> <li>p. riot</li> <li>q. picketing</li> <li>r. sightseer crowd</li> <li>s. spectator crowd</li> <li>t. strike</li> <li>u. workplace stoppage</li> </ul> </li> <li>2. State the protection of the U.S. Constitution and Bill of Rights regarding peaceful assembly and freedom of speech.</li> <li>3. State how the following California Penal Code (PC) sections refer to demonstrations:</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 10</p> <p><b>CTE Anchor:</b>          Communications: 2.1, 2.2, 2.3, 2.5          Career Planning and Management: 3.6          Technology: 4.1, 4.2, 4.3          Problem Solving and Critical Thinking: 5.1, 5.4          Health and Safety: 6.2, 6.5, 6.6          Responsibility and Flexibility: 7.2, 7.7          Ethics and Legal Responsibilities: 8.2, 8.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>a. Section 403 – disturbance of public meeting</li> <li>b. Section 404 – Riot</li> <li>c. Section 404.6 – Incitement to riot</li> <li>d. Sections 407 and 408 – Unlawful assembly</li> <li>e. Section 409 – Failure to disperse</li> <li>f. Section 415 – Disturbing the peace</li> <li>g. Section 416 – Assembly for purpose of disturbing the peace</li> <li>h. Section 594 – Damage to property Section 602 – Trespass</li> <li>i. Section 647c – Obstructing streets or sidewalks</li> </ul> <ul style="list-style-type: none"> <li>4. Describe the differences between: <ul style="list-style-type: none"> <li>a. crowd</li> <li>b. hostile crowd</li> <li>c. mob</li> </ul> </li> <li>5. Explain how the following psychological factors can cause a crowd to become disorderly: <ul style="list-style-type: none"> <li>a. feeling of security</li> <li>b. influence of a dominant person</li> <li>c. novelty</li> <li>d. loss of identity</li> <li>e. release of emotions</li> </ul> </li> <li>6. State the responsibility of security officers regarding the protection of: <ul style="list-style-type: none"> <li>a. peaceful demonstrators</li> <li>b. counter-demonstrators</li> <li>c. the general public</li> </ul> </li> <li>7. Describe and demonstrate how the following verbal skills can help confront conflicts constructively: <ul style="list-style-type: none"> <li>a. acknowledge feelings underlying the action</li> <li>b. use I-messages to maintain control of the situation</li> <li>c. control voice tone, speed and volume</li> <li>d. present nonjudgmental statements</li> <li>e. repeat statement or question if necessary</li> <li>f. verify that the person understands the message</li> </ul> </li> <li>8. Describe how the following actions can help to control a hostile crowd: <ul style="list-style-type: none"> <li>a. removing or isolating individuals participating in the incidents</li> <li>b. splitting the crowd into smaller groups</li> <li>c. removing the leaders of the crowd</li> <li>d. diverting the attention of the crowd</li> <li>e. making random arrests</li> <li>f. using a recognized community leader for support</li> <li>g. providing an escape route</li> </ul> </li> <li>9. Describe how the following are important in preparing a crowd control plan: <ul style="list-style-type: none"> <li>a. emphasizing command presence of the security officers</li> <li>b. determining when and whom to call for assistance</li> <li>c. informing crowd of specific violations</li> <li>d. allowing crowd to disperse safely</li> </ul> </li> <li>10. Review the protections under the U.S. Constitution for labor disputes, labor actions and work stoppages.</li> </ul>	<p>Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> C2.5, C2.6, C2.7, C5.1, C5.2, C5.5, C6.1, C6.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> <li>11. State the purpose of an organized bargaining unit (labor union).</li> <li>12. Describe the actions that may take place if the employer and the union may not be able to reach a contract.</li> <li>13. State how California PC sections for demonstrators may apply to labor disputes, labor actions and work stoppages.</li> <li>14. State the reasons why an employer may hire a security officer in case of a labor dispute, labor action or work stoppage.</li> <li>15. State the expectations an employer may have of the behavior of the security officer in a labor dispute, labor action or work stoppage.</li> <li>16. Describe the importance of doing research into recent relations the employer may have had with labor.</li> <li>17. State the lawful and unlawful acts that may occur on a picket line.</li> <li>18. Describe the National Labor Relations Act regarding picketing.</li> <li>19. Describe the California PC Section 12590, Article 5 – Picketing.</li> <li>20. Describe the general duties of a security officer during a labor dispute, labor action or work stoppage.</li> <li>21. Describe the gate patrol duties of a security officer during a labor dispute, labor action or work stoppage.</li> <li>22. Describe the perimeter duties of a security officer during a labor dispute, labor action or work stoppage.</li> <li>23. Pass the Crowd Control quiz with 100% accuracy.</li> </ol>	
<p>T. COURTROOM Demeanor</p> <p>Understand and evaluate the behavior of the security officer in the courtroom.</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ol style="list-style-type: none"> <li>a. Accused</li> <li>b. attorney</li> <li>c. bailiff</li> <li>d. contempt of court</li> <li>e. court</li> <li>f. defense attorney</li> <li>g. exhibits</li> <li>h. impartiality</li> <li>i. judge</li> <li>j. pretrial testimony</li> <li>k. prosecuting attorney</li> <li>l. subpoena</li> <li>m. testimony</li> </ol> </li> <li>2. Describe and demonstrate how attention to the following creates a professional appearance: <ol style="list-style-type: none"> <li>a. attire</li> <li>b. personal grooming</li> <li>c. posture and body language</li> </ol> </li> <li>3. State the importance of pretrial testimony.</li> <li>4. Explain why the following represents professional behavior in the court: <ol style="list-style-type: none"> <li>a. maintaining impartiality towards defense and prosecuting attorneys</li> <li>b. using correct forms of address</li> <li>c. showing respect to all courtroom officials</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 7, 10</p> <p><b>CTE Anchor:</b>  Communications: 2.1, 2.3  Career Planning and Management: 3.2  Responsibility and Flexibility: 7.7  Ethics and Legal Responsibilities: 8.3  Leadership and Teamwork: 9.6  Technical Knowledge and Skills: 10.1, 10.2, 10.3  Demonstration and Application: 11.1, 11.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> <li>d. speaking to the jury only when testifying</li> <li>e. preparing diagrams in advance</li> <li>f. rehearsing testimony in advance</li> </ul> 5. State the importance of the following when testifying as a witness: <ul style="list-style-type: none"> <li>a. honesty</li> <li>b. brevity</li> <li>c. clarity</li> <li>d. objectivity</li> <li>e. emotional control</li> </ul> 6. Describe tactics that defense attorneys often use. 7. Demonstrate professional behavior in simulated courtroom situations. 8. Pass the Courtroom Demeanor quiz with 100% accuracy.	<b>CTE Pathway:</b> C1.9, C5.1, C5.2
U. PARKING/TRAFFIC CONTROL  Understand and evaluate different strategies used in parking and traffic control.	1. Define the following: <ul style="list-style-type: none"> <li>a. hand signals</li> <li>b. intersection</li> <li>c. traffic</li> <li>d. traffic control</li> <li>e. traffic flow</li> </ul> 2. State the goals of traffic control. 3. State the sections of the California Vehicle Code that permit traffic control by security officers. 4. State the nature of traffic flow. 5. Describe the importance of controlling the intersection. 6. State the proper clothing for traffic duty. 7. List the types of traffic control equipment that a security officer would use. 8. Describe and demonstrate the proper stance in traffic control. 9. Describe and demonstrate traffic control techniques: <ul style="list-style-type: none"> <li>a. hand signals</li> <li>b. whistle signals</li> <li>c. traffic flow patterns</li> <li>d. pedestrian protection</li> <li>e. turning vehicle assistance</li> </ul> 10. State the goals of parking lot security. 11. State the sections of the California Vehicle Code that authorize parking control by security officers. 12. Describe the significance of different pavement markings. 13. Describe parking lot security. 14. Pass the Parking/Traffic Control quiz with 100% accuracy.	<b>Career Ready Practice:</b> 1, 2, 3, 6, 7  <b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.5 Technology: 4.2 Health and Safety: 6.2 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C2.5, C5.1, C5.2, C5.5
V. FIRE SAFETY  Understand and evaluate the basic strategies in fire safety.	1. Define the following: <ul style="list-style-type: none"> <li>a. fire chemistry</li> <li>b. fire hazards</li> <li>c. fire safety</li> <li>d. fire suppression</li> </ul>	<b>Career Ready Practice:</b> 1, 2, 3, 6, 8, 9, 11

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>e. fire suppression safety</li> <li>f. portable fire extinguishers</li> <li>g. teamwork</li> <li>h. wet standpipes</li> </ul> <ol style="list-style-type: none"> <li>2. State the elements a fire needs to exist.</li> <li>3. List and describe the four classes of fires.</li> <li>4. Describe how the following types of workplace hazards can cause fires: <ul style="list-style-type: none"> <li>a. electrical</li> <li>b. natural gas</li> <li>c. flammable or combustible liquids</li> </ul> </li> <li>5. Describe the importance of teamwork in fire suppression.</li> <li>6. List the information the security officer needs in order to suppress a fire.</li> <li>7. State how the following checklist helps to evaluate a decision to fight a fire: <ul style="list-style-type: none"> <li>a. gather facts</li> <li>b. assess and communicate the damage</li> <li>c. consider the probabilities of what might happen</li> <li>d. assess the security officer's situation</li> <li>e. establish priorities</li> <li>f. make decisions</li> <li>g. develop plans of action</li> <li>h. take action</li> <li>i. evaluate progress</li> </ul> </li> <li>8. Describe the following firefighting resources: <ul style="list-style-type: none"> <li>a. portable fire extinguishers</li> <li>b. interior wet standpipes</li> </ul> </li> <li>9. Describe the contents of a fire extinguisher label.</li> <li>10. Identify the four types of fire extinguishers in terms of: <ul style="list-style-type: none"> <li>a. fire type</li> <li>b. extinguishing agent</li> <li>c. extinguishing method</li> </ul> </li> <li>11. Compare the characteristics of water and dry chemical extinguishers.</li> <li>12. State why the following is necessary to know before extinguishing a fire: <ul style="list-style-type: none"> <li>a. quick and safe escape from the area</li> <li>b. right type and size of extinguisher</li> <li>c. presence of hazardous materials and falling debris</li> </ul> </li> <li>13. State the importance of P.A.S.S. in operating a fire extinguisher.</li> <li>14. Describe the importance of the following in fire suppression: <ul style="list-style-type: none"> <li>a. having proper safety equipment</li> <li>b. working with a buddy</li> <li>c. having a backup team</li> <li>d. having two ways to exit the fire area</li> <li>e. feeling closed doors with the back of the hand</li> <li>f. confining the fire</li> <li>g. staying low to the ground</li> <li>h. maintaining a safe distance</li> </ul> </li> </ol>	<p><b>CTE Anchor:</b>  Communications:  2.1, 2.3  Problem Solving and  Critical Thinking:  5.1, 5.4  Health and Safety:  6.2, 6.5, 6.7  Ethics and Legal  Responsibilities:  8.1, 8.2  Leadership and  Teamwork:  9.2, 9.3  Technical  Knowledge and  Skills:  10.1</p> <p><b>CTE Pathway:</b>  C1.8, C2.2, C2.5,  C2.9, C3.2, C3.8,  C6.1, C7.3, C7.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> <li>i. overhauling the fire</li> <li>j. avoiding smoke-filled areas</li> </ul> 15. State the characteristics of hazardous materials. 16. Review the information in the following signs that identify hazardous materials: <ul style="list-style-type: none"> <li>a. NFPA 704 Diamond</li> <li>b. DOT Warning Placard</li> <li>c. UN Placarding System</li> <li>d. NA Numbering System</li> </ul> 17. State fire safety for a burning building or container with a hazardous materials sign outside. 18. Demonstrate how fire extinguisher team members communicate with each other. 19. Describe and demonstrate fire extinguisher technique with a team member. 20. Pass the Fire Safety quiz with 100% accuracy.	
W. EMPLOYABILITY SKILLS  Understand, apply, and evaluate the employability skills required in the protective services profession.	1. Summarize employer requirements for the following: <ul style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. timeliness</li> <li>g. communication skills</li> <li>h. computer skills and software applications</li> </ul> 2. Identify potential employers through traditional and internet sources. 3. Describe the role of electronic social networking in job search. 4. Design sample résumés and cover letters. 5. State the importance of filling out a job application legibly, with accurate and complete information. 6. Complete sample job application forms correctly. 7. State the importance of enthusiasm on a job. 8. State the importance of appropriate appearance on a job. 9. State the importance of the continuous upgrading of job skills. 10. Identify the informational materials and resources needed to be successful in an interview. 11. Demonstrate appropriate interviewing techniques. 12. Design sample follow-up letters. 13. Demonstrate appropriate follow-up procedures.	<b>Career Ready Practice:</b> 1, 2, 3, 7, 8, 9, 10  <b>CTE Anchor:</b> Communications: 2.1, 2.4 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.2 Demonstration and Application: 11.5  <b>CTE Pathway:</b> C1.2, C1.4
(5 hours)		

## *SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES*

### **TEXTBOOKS**

Adamson, John E. and Amanda Morrison. Law for Business and Personal Use. South-Western, Cengage Learning, 2009.

Bridgema, Bruce C. and Charles N. Guthrie. Security Guard Powers to Arrest. Harcourt Brace Jovanovich Legal Aid Publications, Ins., 14415 S. Main St., Gardena, CA 90248.

Furriel, Vincent J. and Robert S. Weaver. California Course Concepts for Penal Code 832 Training. Qwik-Code Publications, 26875 Calle Hermosa, Suite #4, Capistrano Beach, CA 92624.

Maniscalco, Paul M. and Hank T. Christen. Homeland Security: principles and Practice of Terrorism Response. Jones and Bartlett Learning, LLC, February 2010.

Nemeth, Charles P. Homeland Security: An Introduction to Principles and Practice. CRC Press, December 2009.

Power to Arrest Training Manual. Department of Consumer Affairs, Bureau of Investigative Services, 2005.

Weapons of Mass Destruction & Terrorism Awareness for Security Professionals: Student Workbook (Version One). Department of Consumer Affairs, Bureau of Investigative Services, 2005.

### **RESOURCES**

Employer Advisory Board members

CDE Model Curriculum Standards for Public Service  
<http://www.cde.ca.gov/ci/ct/sf/documents/pubservices.pdf>

<http://www.ca9.uscourts.gov/>

<http://www.calbar.ca.gov/>

<http://www.courts.ca.gov/supremecourt.htm>

<http://www.lasuperiorcourt.org/>

<http://www.lexisnexis.com/>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Multimedia presentations
- C. Visual aids
- D. Role playing
- E. Individualized instruction

### **EVALUATION**

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B – Powers of Arrest – Pass all assignments and exams on the powers of arrest with a minimum score of 80% or higher.

SECTION C – Weapons of Mass Destruction (WMD) and Terrorism – Pass all assignments and exams on weapons of mass destruction (WMD) and terrorism with a minimum score of 80% or higher.

SECTION D – Public Relations – Pass all assignments and exams on public relations with a minimum score of 80% or higher.

SECTION E – Observation and Documentation – Pass all assignments and exams on observation and documentation with a minimum score of 80% or higher.

SECTION F – Communication Protocols – Pass all assignments and exams on communication protocols with a minimum score of 80% or higher.

SECTION G – Liability / Legal Aspects – Pass all assignments and exams on liability / legal aspects with a minimum score of 80% or higher.

SECTION H – Transportation Security Officer – Pass all assignments and exams on transportation security officer with a minimum score of 80% or higher.

SECTION I – Evacuation Procedures – Pass all assignments and exams on evacuation procedures with a minimum score of 80% or higher.

SECTION J – Officer Safety – Pass all assignments and exams on officer safety with a minimum score of 80% or higher.

SECTION K – Arrest, Search, and Seizure – Pass all assignments and exams on arrests, search, and seizure with a minimum score of 80% or higher.

SECTION L – Access Control – Pass all assignments and exams on access control with a minimum score of 80% or higher.



SECTION M – Trespass – Pass all assignments and exams on trespass with a minimum score of 80% or higher.

SECTION N – First Aid and CPR – Pass all assignments and exams on first aid and CPR with a minimum score of 80% or higher.

SECTION O – Handling Difficult People – Pass all assignments and exams on handling difficult people with a minimum score of 80% or higher.

SECTION P – Workplace Violence – Pass all assignments and exams on workplace violence with a minimum score of 80% or higher.

SECTION Q – Chemical Agents – Pass all assignments and exams on chemical agents with a minimum score of 80% or higher.

SECTION R – Preserving the Incident Scene – Pass all assignments and exams on preserving the incident scene with a minimum score of 80% or higher.

SECTION S – Crowd Control – Pass all assignments and exams on crowd control with a minimum score of 80% or higher.

SECTION T – Courtroom Demeanor – Pass all assignments and exams on courtroom demeanor with a minimum score of 80% or higher.

SECTION U – Parking / Traffic Control – Pass all assignments and exams on parking / traffic control with a minimum score of 80% or higher.

SECTION V – Fire Safety – Pass all assignments and exams on fire safety with a minimum score of 80% or higher.

SECTION W – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

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Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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