

eDynamic Learning Course Title: National Security

State: TX

State Course Title: Federal Law Enforcement & Protective Services

State Course Code: 130.341

State Standards: Texas Essential Knowledge and Skills, Subchapter L. Law, Public Safety, Corrections, and Security

Date of Standards: 2015

TEKS	Unit Name(s)	Lesson(s) Numbers
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.</p>	Units 1-8	Units 1-8: All Text Questions, Quizzes, Lab Questions, Activities, and Discussions
<p>(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:</p>		
(A) demonstrate positive work behaviors and attitudes and professional standards in federal law enforcement and protective services;		
(B) support and apply ethical reasoning to a variety of simulation situations in order to make ethical decisions;	Unit 4: Intelligent Intelligence, Unit 6: Human-Made Disasters and National Security	Unit 4: Activity, Unit 6: Activity
(C) demonstrate teamwork skills through working cooperatively with others to achieve tasks such as team building, consensus, continuous improvement, respect of opinions of others, cooperation, adaptability, and conflict resolution;		
(D) demonstrate sensitivity to and value for diversity and confidentiality; and		
(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.		
<p>(3) The student explores the history of federal law enforcement and protective services in the United States. The student is expected to:</p>		
(A) research the development of federal law enforcement and protective services through the history of the United States; and	Unit 1: Anatomy of National Security, Unit 2: Rules of Engagement in the National Security World	Unit 1: L1, L2, L3, L4, L5, L6, Text Questions, Quiz, Lab Questions Activity, Discussion 2, Unit 2: L1, L2, L3, L4, L5, L6, Text Questions, Quiz, Lab Questions, Discussion 1, Discussion 2

(B) explain the importance of the interface between federal law enforcement and protective services and other aspects of law enforcement.	Unit 8: Predicting and Preparing for the Future	Unit 8: Activity
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:		
(A) identify workplace hazards to health, safety, and the environment;	Unit 6: Human-Made Disasters and National Security	Unit 6: L4, Text Questions, Quiz
(B) inspect a workplace to identify potential health, safety, and environmental problems;		
(C) investigate and document findings in simulated workplace incidents and accidents; and		
(D) summarize issues and problems associated with hazardous materials.	Unit 6: Human-Made Disasters and National Security	Unit 6: L4, Text Questions, Quiz
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:		
(A) differentiate between civil and criminal law;		
(B) analyze the impact of legal issues relevant to federal law enforcement and protective services;	Unit 3: Ethics in National Security	Unit 3: L1, L2, L3, L4, L5, L6, Text Questions, Lab Questions, Quiz, Activity, Discussion 1, Discussion 2
(C) describe the importance of good public relations techniques as they relate to federal law enforcement and protective services and crisis situations;		
(D) analyze the connections between constitutional and federal laws, federal law enforcement, and private security operations by referencing relevant constitutional amendments;	Unit 3: Ethics in National Security	Unit 3: L3, L4, L5, L6 Text Questions, Quiz, Discussion 1, Discussion 2
(E) analyze specific federal, state, and local laws and regulations affecting government security operations;	Unit 3: Ethics in National Security	Unit 3: L3, L4, L5, L6 Text Questions, Quiz, Discussion 1, Discussion 2
(F) summarize specific juvenile laws affecting security operations;		
(G) compare alternative responses in simulated security scenarios that require application of ethical and legal behavior;	Unit 4: Intelligent Intelligence	Unit 4: Activity
(H) discuss the possible ramifications of unethical behavior on the part of security professionals;	Unit 3: Ethics in National Security, Unit 4: Intelligent Intelligence	Unit 3: L3, L4, L5, L6, Text Questions, Quiz, Unit 4: Discussion 1

(I) analyze the importance of the Fourth Amendment with respect to security officer powers of arrest, search, and seizure;	Unit 3: Ethics in National Security	Unit 3: L3, Text Questions, Quiz
(J) summarize the due process rights granted to individuals by the Fifth Amendment during an interrogation;	Unit 3: Ethics in National Security	Unit 3: L3, Text Questions, Quiz
(K) analyze the impact of the Fourteenth Amendment as it relates to due process and equal protection of the law; and	Unit 3: Ethics in National Security	Unit 3: L3, Discussion 1
(L) analyze the importance of social media and be familiar with its effects on federal law enforcement and protective services.	Unit 7: Terrorism and National Security	Unit 7: Discussion 2
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:		
(A) describe the sources of natural, intentional, and unintentional threats such as information assurance, computer security, cybercrime, human trafficking, border security, and domestic and foreign terrorism;	Unit 6: Human-Made Disasters and National Security	Unit 6: L1, L2, L3, L4, L5, Text Questions, Quiz, Lab Questions, Discussion 1, Discussion 2
(B) present examples that depict potential physical, electronic, procedural, and personnel vulnerabilities;	Unit 2: Rules of Engagement in the National Security World, Unit 6: Human-Made Disasters and National Security	Unit 2 Activity, Unit 6: Lab Questions
(C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss; and	Unit 8: Predicting and Preparing for the Future	Unit 8: L3, Text Questions, Quiz
(D) explain how security operations and the criminal justice field interface and rely upon each other.		
(7) The student analyzes the role of computer forensics in security operations. The student is expected to:		
(A) summarize the role of computer applications relating to forensics investigations; and		
(B) investigate criminal activity in areas such as cybercrime, the Internet, and Internet trafficking.		
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:		
(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems;	Unit 4: Intelligent Intelligence	Unit 4: L1, L2, L3, L4, L5, L6, Text Questions, Quiz, Lab Questions, Discussion 1, Discussion 2
(B) analyze how physical and electronic systems work together as an integrated system to support an overall protection strategy; and	Unit 4: Intelligent Intelligence	Unit 4: L1, L2, L3, L4, L5, L6, Text Questions, Quiz, Activity

(C) analyze the roles of security surveys, inspections, and exercises to test existing protection measures.		
(9) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information. The student is expected to:		
(A) summarize the characteristics of terrorism as a criminal act; and	Unit 7: Terrorism and National Security	Unit 7: L1, L5, L6, Text Questions, Quiz, Lab Questions
(B) examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters.	Unit 7: Terrorism and National Security	Unit 7: L2, L3, L4, Text Questions, Quiz, Discussion 1, Discussion 2
(10) The student recognizes the role of intelligence analysis in crime prevention and homeland security. The student is expected to:		
(A) summarize the steps of the intelligence cycle such as planning, collection, collation, evaluation, analysis, dissemination, and feedback; and		
(B) execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents.		
(11) The student applies crime prevention concepts. The student is expected to:		
(A) diagram the crime triangle of ability, opportunity, and motive;		
(B) describe the concepts of deter, detect, delay, and deny; and		
(C) evaluate the security of a business or residence by using crime prevention through environmental design strategies.		
(12) The student evaluates situations requiring the use of force. The student is expected to:		
(A) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force; and		
(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force.		
(13) The student analyzes procedures and protocols for self-defence in homeland security and protective services. The student is expected to demonstrate self-defence and defensive tactics such as ready stance, escort positions, strikes, kicks, punches, handcuffing, and searching.		
(14) The student recognizes the importance of critical infrastructures and key assets. The student is expected to:		

(A) discuss the importance of critical infrastructure and key assets within federal law enforcement and protective services such as water, power and energy, information, transportation, banking and finance, defense, postal and shipping, agricultural and food, public health, and emergency services; and	Unit 1: Anatomy of National Security, Unit 5: Natural Disasters and Security	Unit 1: L1, L2, L3, Text Questions, Quiz, Unit 5: Lab Questions, Discussion 1
(B) create a plan of action for city and state for situations involving threats to critical infrastructure and key assets.	Unit 1: Anatomy of National Security, Unit 5: Natural Disasters and Security	Unit 1: Activity, Unit 5: Activity, Unit 7: Activity
(15) The student identifies chemical and biological threat identification, protection, detection, and decontamination concepts. The student is expected to:		
(A) analyze research on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals; and	Unit 7: Terrorism and National Security	Unit 7: L5, Text Questions, Quiz
(B) create research projects on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals.		
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:		
(A) develop a plan of action for disaster preparedness within home, school, or community;	Unit 5: Natural Disasters and Security, Unit 8: Predicting and Preparing for the Future	Unit 5: Activity, Unit 8: Discussion 2
(B) evaluate the effectiveness of the actions in place for all natural disasters;	Unit 5: Natural Disasters and Security, Unit 8: Predicting and Preparing for the Future	Unit 5: L1, L2, L3, L4, L5, L6, Text Questions, Quiz, Activity, Discussion 2, Unit 8: L1, L2, L3, L4, L5, L6, Text Questions, Quiz, Lab Questions, Discussion 1, Discussion 2
(C) evaluate the effectiveness of preparedness and response systems during and after a disaster;	Unit 5: Natural Disasters and Security	Unit 5: L3, L4, L5, L6, Text Questions, Quiz, Discussion 2
(D) appraise a disaster situation to determine the appropriate course of action;	Unit 7: Terrorism and National Security	Unit 7: Activity
(E) examine and implement the Community Emergency Response Team (CERT) guidelines for home, school, or community such as fire safety, disaster medical operations, search and rescue, and terrorism; and		
(F) construct a CERT disaster simulation within the school or community.		