# Scope & Sequence

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| **Course Name:** National Security  **TSDS PEIMS Code:** 13018800 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement: 10 – 12.  **Prerequisites:** None.  **Recommended Prerequisites:** Principles of Government and Public Administration and Public Management and Administration or Principles of Law, Public Safety, Corrections, and Security or Junior Reserve Officer Training Corps (JROTC) coursework. |
| **Course Description:** National Security introduces the students to the aspects of disaster management. The course includes engaging simulation exercises related to natural disasters, man-made disasters, and terroristic events using homeland security programs and National Incident Management System (NIMS) programs. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.207. (c) Knowledge and skills.** | |
| **Unit 1: Meeting Employer Expectations in Government and Public Administration Careers**  This unit is designed to inform future Government and Public Administration students about industry expectations for employability skills, professional standards, and personal characteristics. Those expectations include communication skills, workplace collaboration, ethics and time- management skills. Students will be given multiple opportunities to review, discuss, and demonstrate collaboration skills, teamwork, ethical decision-making, and effective time management and communications skills in classroom activities/mock scenarios throughout the course. | 10 Periods  450 Minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. | |
| **Unit 2: Personnel and Organization Structure of Security Agencies**  Understanding how security agencies are organized is important for future national security workers to know. In this unit students will learn and/or review that structure, and explore how it aligns with the purpose of security agencies. Students will use appropriate technology and/or assigned materials to explore the processes used to implement evaluation systems and standards of a security agency as well as the usage of available counseling and training resources. In a classroom activity, project, and/or mock scenario/situation, students will explore, develop, plan, and implement goals and objectives of an organization and create and make personnel assignments, aligning them with job demands. | 20 Periods  900 Minutes | (2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:  (A) explore, develop, plan, and implement goals and objectives of an organization within a project or classroom activity;  (B) create and make personnel assignments and align them with job demands within a project or classroom activity;  (C) explore the processes used to implement evaluation systems and standards of a security agency; and  (D) explore and review the usage of available counseling and training resources using online or written materials. | |
| **Unit 3: Security Agent Leadership Skills**  Reliable and successful national security personnel must possess high quality ethical and leadership skills. This unit provides students the knowledge with what those expectations are and how they contribute to the success of an agency. Students will identify rules of engagement for local, state, federal, and international agencies, evaluate U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct, employ and evaluate the usage of effective training materials, and facilitate and/or participate in group discussions of ethical issues raised by current events. Students will use appropriate technology and/or assigned materials to research and investigate compliance with procedures and laws such as U.S. military, international military, maritime, criminal, and civil laws and present their findings in group discussions. In these discussions, students will apply current rulings and regulatory laws, rules, or standards and recognize and evaluate actions in violation of laws, rules, and standards.  Students will also research leadership opportunities available through a CTSO or other extracurricular activity, and discuss the benefits of practicing leadership and teamwork skills in small groups and/or as a class. | 25 Periods  1,125 Minutes | (3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:  (A) identify rules of engagement for local, state, federal, and international agencies;  (B) evaluate U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct;  (C) employ and evaluate the usage of effective training materials;  (D) facilitate and participate in group discussions of ethical issues raised by current events;  (E) investigate compliance with procedures and laws such as U.S. military, international military, maritime, criminal, and civil laws;  (F) apply current rulings and regulatory laws, rules, or standards to appropriate situations; and  (G) recognize and evaluate actions in violation of laws, rules, and standards. | |
| **Unit 4: Analyzing Intelligence Information**  Students will participate in a simulated exercise. In this exercise, students will explore the scope and limits of an assigned mission as well as recognize and evaluate the physical, psychological, cultural and military threats in the simulation. Before or after the exercise, students will analyze physical characteristics of areas that could become battlegrounds in time of war, explore and review methods used to direct ground and sea surveillance, and explore and review methods used to intercept foreign military communications. Students will also discuss and review methods used to coordinate information with other national security agencies and define the specific goals and intentions of foreign entities relevant to a mission. | 30 Periods  1,350 Minutes | (4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:  (A) explore the scope and limits of an assigned mission in a simulated exercise;  (B) evaluate physical, psychological, cultural, and military threats of a simulated exercise;  (C) define the specific goals and intentions of foreign entities relevant to a mission;  (D) analyze physical characteristics of areas that could become battlegrounds in time of war;  (E) explore and review methods used to direct ground and sea surveillance;  (F) explore and review methods used to intercept foreign military communications; and  (G) explore and review methods used to coordinate information with other national security agencies. | |
| **Unit 5: Signals and Strategies**  Students in this unit will learn how to analyze possible threats from hostile nations and then discuss potential responses. This unit also provides the students with the realization that preventing terrorism is extremely complicated. Students will explore strategies to prevent terrorist acts such as cyber, biological, chemical, and nuclear terrorism. Students will also investigate methods to predict and respond to weather and geophysical events, and create plans for response to both hostile and unintended events. Students will use appropriate technology and/or assigned materials to explore and evaluate what form of safety equipment and supplies are needed for protection against chemical, biological, or nuclear effects, available intelligence information for determination of response plan implementation, and what methods are needed to maintain communications with federal, state, and local agencies. Students will present and discuss their plans and as a group create a device or project for monitoring local and global intelligence, such as using information about weather and geophysical events. | 60 Periods  2,700 Minutes | (5) The student practices methods that translate and analyze signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals. The student is expected to:  (A) organize evidence to facilitate discovery of a potentially hostile nature; and  (B) evaluate agency and national actions of a potentially hostile nature.  (6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:  (A) create plans for response to both hostile and unintended events;  (B) explore and evaluate what form of safety equipment and supplies are needed for protection against chemical, biological, or nuclear effects;  (C) explore and evaluate the available intelligence information for determination of response plan implementation;  (D) create a device or project for monitoring local and global intelligence such as using information about weather and geophysical events;  (E) explore and discuss what methods are needed to maintain communications with federal, state, and local agencies; and  (F) identify and review issues that exist within the security and safety of network cyber-based systems. | |
| **Unit 6: Preparing for and Defending Against Terrorism and Natural Disasters**  Students will learn about how national security organizations prepare for hostile acts as well as unintended natural disasters. Students will discuss intelligence gathering, the use of technology to monitor potential terroristic attacks, and predicting weather and geophysical events.  As a culminating activity, students will develop and discuss/present strategies to train persons potentially performing national security tasks. | 30 Periods  2,700 Minutes | (7) The student develops strategies to train persons potentially performing national security tasks. The student is expected to:  (A) explore methods and materials used to analyze missions for which training is to be provided;  (B) plan and evaluate current and past training methods; and  (C) explore and review how agencies devise means of evaluating trainee progress. | |