



## Scope & Sequence

<b>Course Name:</b> Correctional Services <b>TSDS PEIMS Code:</b> 13029700		<b>Course Credit:</b> 1.0 <b>Course Requirements:</b> Grade Placement: 10 – 12. <b>Prerequisites:</b> None. <b>Recommended Prerequisites:</b> Principles of Law, Public Safety, Corrections, and Security
<b>Course Description:</b> In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.		
<b>NOTE:</b> 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.		
<b>Total Number of Periods</b> <b>Total Number of Minutes</b> <b>Total Number of Hours</b>	175 Periods 7875 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.
<b>Unit Number, Title, and Brief Description</b>	<b># of Class Periods*</b> (assumes 45-minute periods) Total minutes per unit	<b>TEKS Covered</b> <b>130.333. (c) Knowledge and skills.</b>
<b>Unit 1: Professional Standards and Employability Skills</b>  Students will expand their knowledge base and interest in careers and employment opportunities in the field of corrections.	10 Periods 450 minutes	(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward



Students will explore and discuss employability skills, professional standards, and ethical responsibilities in the municipal, county, state, or federal correctional facilities in small groups and/or as a class as they develop and apply active listening and effective verbal communication skills. Students will also discuss resources available through CTSO or other extracurricular organization(s) to further develop leadership and employability skills.

Students will discuss and define technical concepts and vocabulary associated with municipal, county, state, or federal correctional services as well as identify and discuss employer expectations such as effective verbal communication skills, professional conduct, knowledge of laws, regulations, and policies, punctuality and attendance, initiative, cooperation, time management, and sensitivity to and value for diversity in classroom discussions, activities, and/or participation in occupational scenarios.

Students will contribute to group discussions and class meetings by demonstrating active listening and effective speaking skills in this unit and throughout the course as they further develop and increase their interpersonal skills.

personal/team goals every day, and ethical use of technology.

- (3) The student recognizes professional standards and ethical responsibilities in the municipal, county, state, or federal correctional facilities. The student is expected to:
  - (A) identify employer expectations such as effective verbal communication skills; professional conduct; knowledge of laws, regulations, and policies; punctuality and attendance; initiative; cooperation; time management; and sensitivity to and value for diversity;
  - (B) identify professional standards in municipal, county, state, or federal correctional facilities such as dress, grooming, and personal protective equipment as appropriate; and leadership and teamwork when collaborating with others to accomplish goals and objectives; and
  - (C) analyze the ethical responsibilities of correctional officers to ensure protections of rights.
- (4) The student uses verbal communication skills necessary for municipal, county, state, or federal correctional officers. The student is expected to:
  - (A) define technical concepts and vocabulary associated with municipal, county, state, or federal correctional



		<p>services through effective verbal communication; and</p> <p>(B) contribute to group discussions and meetings by demonstrating active listening and effective speaking skills.</p> <p>(5) The student performs active listening skills to obtain and clarify information. The student is expected to:</p> <p>(A) apply listening skills to obtain and clarify information provided in verbal communication; and</p> <p>(B) demonstrate communication skills to explain the meaning of technical vocabulary concepts related to correctional services.</p>
<p><b>Unit 2: The History of Correctional Services</b></p> <p>Students will use appropriate technology and/or assigned materials to research the history of correctional services in the municipal, county, state, or federal setting. Students will also research and examine the rules of conduct and disciplinary action guidelines for employees of municipal, county, state, or federal correctional facilities, analyze personal responsibilities, including preferences, to determine requirements for employment in municipal, county, state, or federal correctional services, and effectively</p>	<p>5 Periods 225 minutes</p>	<p>(2) The student researches the history of correctional services in the municipal, county, state, or federal setting. The student is expected to:</p> <p>(A) examine the history of corrections such as municipal, county, state, and federal;</p> <p>(B) examine the rules of conduct and disciplinary action guidelines for employees of municipal, county, state, or federal correctional facilities;</p> <p>(C) analyze personal responsibilities, including preferences, to determine requirements for</p>



<p>search methods to locate potential employment opportunities in municipal, county, state, or federal correctional services. Students will discuss and share their findings in brief oral or written presentations and/or other classroom activities.</p>		<p>employment in municipal, county, state, or federal correctional services; and</p> <p>(D) effectively search methods to locate potential employment opportunities in municipal, county, state, or federal correctional services.</p>
<p><b>Unit 3: Health and Safety</b></p> <p>Students will discuss, describe, and demonstrate employers' expectations regarding safe and appropriate work habits and legal responsibilities in correctional settings/workplaces. Students will participate as a class and/or in small groups in activities to learn and demonstrate first aid, infection control, and cardiopulmonary resuscitation knowledge and health and safety scenarios, regulations, and equipment in a correctional facility as well as an understanding of personal responsibility. Multiple opportunities for students to learn and demonstrate their knowledge of standard precautions, for handling hazardous materials, and for identifying issues and symptoms involving persons with a variety of mental impairments at a detention facility will be given in "hands on" demonstrations, occupational task scenarios, and/or classroom activities. Students will also identify questions to ask when screening prisoners for mental illness, recognize methods for interacting and</p>	<p>20 Periods 900 minutes</p>	<p>(6) The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:</p> <p>(A) demonstrate first aid procedures, cardiopulmonary resuscitation, and automated external defibrillator use in a simulated emergency situation;</p> <p>(B) comply with standard precautions as they relate to infection control; and</p> <p>(C) use special requirements for handling hazardous materials to maintain a safe working environment.</p> <p>(16) The student recognizes various inmate health care issues and processes. The student is expected to:</p> <p>(A) identify issues and symptoms involving persons with a variety of mental impairments at a detention facility;</p> <p>(B) identify questions to ask when screening prisoners for mental illness and recognize methods for</p>



<p>communicating with prisoners who may be mentally ill, and discuss processes for maintaining inmate health records and understanding health risks of communicable diseases. As a culminating activity for the unit, students will participate in a class discussion regarding legal aspects of health care in a detention facility.</p>		<p>interacting and communicating with prisoners who may be mentally ill;</p> <p>(C) recognize processes for maintaining inmate health records and understand health risks of communicable diseases; and</p> <p>(D) recognize legal aspects of health care in a detention facility.</p>
<p><b>Unit 4: Constitutional Laws and Laws of Correctional Systems</b></p> <p>Students will be given multiple opportunities to develop, demonstrate, and apply their knowledge of constitutional laws, including laws of arrest, how to execute official correctional service duties while respecting citizen rights, and how to execute protocols associated with arrest, search, and seizure using the statutes set forth by the Fourth Amendment with “hands-on” activities, presentations, discussions, and/or in simulated correctional work situations. Students will also develop and demonstrate their understanding of the impact of the U.S. legal system on the correctional system, differentiate between the civil and criminal justice systems, explain how change impacts correctional services, summarize the rights of an individual being interrogated under the Fifth Amendment, and state the conditions</p>	<p>15 Periods 675 minutes</p>	<p>(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:</p> <p>(A) apply constitutional laws, including laws of arrest, to execute official correctional service duties while respecting citizen rights;</p> <p>(B) explore the impact of the U.S. legal system on the correctional system;</p> <p>(C) differentiate between the civil and criminal justice systems and explain how change impacts correctional services;</p> <p>(D) use the appropriate techniques to manage crisis situations to protect individuals and society;</p> <p>(E) execute protocols associated with arrest, search, and seizure using the statutes set forth by the Fourth Amendment;</p>



<p>under which citizens and non-citizens of the United States may be interrogated in the correctional environment. In addition, students will examine trial, jury, and due process rights and learn, practice, and demonstrate the appropriate techniques to manage crisis situations to protect individuals and society.</p>		<p>(F) summarize the rights of an individual being interrogated under the Fifth Amendment;</p> <p>(G) examine trial, jury, and due process rights; and</p> <p>(H) state the conditions under which citizens and non-citizens of the United States may be interrogated in the correctional environment.</p>
<p><b>Unit 5: Individuals with Disabilities</b></p> <p>In this unit, students will model behaviors during simulated interactions with prisoners that demonstrate concern for individuals with disabilities. Students will apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors and execute protocols to provide appropriate assistance to people with disabilities and impairments. In brief oral or written presentations and/or other classroom activities, students will analyze the impact of the Americans with Disabilities Act on inmates and correctional staff.</p>	<p>10 Periods 450 minutes</p>	<p>(8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:</p> <p>(A) apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors;</p> <p>(B) execute protocols to provide appropriate assistance to people with disabilities and impairments; and</p> <p>(C) analyze the impact of the Americans with Disabilities Act on inmates and correctional staff.</p>
<p><b>Unit 6: Conflict Resolution and Responsibilities in Correctional Environments</b></p> <p>In this unit, students will examine the origins of conflict and the needs that motivate</p>	<p>15 Periods 675 minutes</p>	<p>(9) The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:</p>



<p>behavior, analyze different responses to conflict and the results generated, analyze different responses to conflict and the results generated, and interpret visual and vocal cues to comprehend information received such as from body language, eye movement, voice tone, and voice inflection in mock occupational scenarios, videos, and/or other classroom activities. Students will also use appropriate technology and/or assigned materials to identify three primary models of detention facilities, identify the role and core responsibilities of the officer in the detention facility, and discuss issues involving prisoners' constitutional rights. Students will discuss and/or present their findings in a class discussion and/or in classroom activities.</p>		<ul style="list-style-type: none"> <li>(A) examine the origins of conflict and the needs that motivate behavior;</li> <li>(B) analyze different responses to conflict and the results generated;</li> <li>(C) analyze different responses to conflict and the results generated; and</li> <li>(D) interpret visual and vocal cues to comprehend information received such as from body language, eye movement, voice tone, and voice inflection.</li> </ul> <p>(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify three primary models of detention facilities;</li> <li>(B) identify the role and core responsibilities of the officer in the detention facility; and</li> <li>(C) recognize issues involving prisoners' constitutional rights.</li> </ul>
<p><b>Unit 7: Managing Operations and Hostile Situations</b></p> <p>In this unit, students will analyze hostile situations and execute conflict management</p>	<p>20 Periods 900 minutes</p>	<p>(10) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:</p>



<p>strategies to take charge of problems that arise in correctional settings. Students will also apply knowledge and technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities in simulated scenarios and occupational tasks. Students will work together to develop emergency plans and procedures for correctional facilities, demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety, and conduct a simulated parole interview.</p> <p>Students will demonstrate knowledge of policies and procedures for inmate supervision and discipline, describe the process for providing food services and the critical elements to ensure an effective operation, and describe the steps for processing inmates such as reception, orientation, and classification. In a unit culminating project or presentation, students will research and analyze prisoner re-entry programs and the effect of the programs on the community, and describe the importance of public relations as related to communities and citizens.</p>		<ul style="list-style-type: none"><li>(A) review security post procedures in a correctional facility;</li><li>(B) explain the importance of a perimeter security system;</li><li>(C) appraise situations and select the appropriate degree of force;</li><li>(D) complete steps involved in pre-event planning to respond to crisis situations; and</li><li>(E) perform appropriate crisis management to protect individual and societal rights.</li></ul> <p>(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) demonstrate knowledge of policies and procedures for inmate supervision and discipline;</li><li>(B) demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety;</li><li>(C) develop emergency plans and procedures for correctional facilities;</li></ul>
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<p><b>Unit 8: Human Behavior and Relations</b></p> <p>In this unit, students will learn to recognize issues related to human behavior and relations in a detention facility. Students will use appropriate technology and/or assigned materials to research and identify the importance of ethical judgment and behavior in the criminal justice system, recognize issues involved with human relations between staff and prisoners, compare and contrast stress and stress-related issues for correctional personnel, and identify state and federal laws related to civil rights, sexual harassment, and liability issues for detention personnel. Students will discuss and/or</p>	<p>15 Periods 675 minutes</p>	<p>(13) The student recognizes issues related to human behavior and relations in a detention facility. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify the importance of ethical judgment and behavior in the criminal justice system;</li> <li>(B) recognize issues involved with human relations between staff and prisoners;</li> <li>(C) compare and contrast stress and stress-related issues for correctional personnel;</li> </ul>



<p>present their findings in a class discussion and/or in classroom activities.</p> <p>Students will also work together to identify and discuss methods of screening for and addressing injurious prisoner behavior, recognizing procedures for preventing suicide among prisoners and for responding to suicide attempts, and identify various methods for determining, classifying, and dealing with intoxicated prisoners in the correctional setting.</p>		<p>(D) evaluate the process of promoting cultural awareness at a municipal, county, state, or federal facility; and</p> <p>(E) identify state and federal laws related to civil rights, sexual harassment, and liability issues for detention personnel.</p> <p>(14) The student identifies methods of screening for and addressing injurious prisoner behavior. The student is expected to:</p> <p>(A) identify various methods of screening for suicide risks;</p> <p>(B) recognize procedures for preventing suicide among prisoners and for responding to suicide attempts; and</p> <p>(C) identify various methods for determining, classifying, and dealing with intoxicated prisoners in the correctional setting.</p>
<p><b>Unit 9: Protocols, Procedures, and Security</b></p> <p>Students will be given multiple opportunities to research, understand, and explain processes for issuing prisoner supplies and to recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage. Students will</p>	<p>20 Periods 900 minutes</p>	<p>(17) The student identifies methods of providing various prisoner services. The student is expected to identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage.</p>



<p>demonstrate effective communication skills as they continue to learn, discuss, and demonstrate their knowledge of prisoner and facility security protocols. Students will also work together to identify issues involving inmate counts, demonstrate procedures for inventorying prisoner's property, identify the process of searching male and female prisoners, identify the processes and procedures for searching cells and common areas within a correctional facility, and identify issues involving facility security.</p>		<p>(18) The student recognizes prisoner and facility security protocols. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) identify issues involving inmate counts;</li><li>(B) demonstrate procedures for inventorying prisoner's property;</li><li>(C) identify the process of searching male and female prisoners;</li><li>(D) identify the processes and procedures for searching cells and common areas within a correctional facility; and</li><li>(E) identify issues involving facility security.</li></ul>
<p><b>Unit 10: Prisoner Intake and Courtroom Procedures</b></p> <p>Students will be given multiple opportunities to discuss, identify, and demonstrate general booking procedures such as basic orientation procedures, fingerprinting, report writing, and documentation of prisoner information. Students will identify steps in the prisoner admission process and recognize the process for releasing prisoners. In simulated situations, students will practice writing reports, follow procedures for preparing for courtroom testimony, and identify appropriate courtroom attire and demeanor.</p>	<p>10 Periods 450 Minutes</p>	<p>(15) The student recognizes intake procedures for a detention facility. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) identify general booking procedures such as basic orientation procedures, fingerprinting, report writing, and documentation of prisoner information;</li><li>(B) identify steps in the prisoner admission process; and</li><li>(C) recognize the process for releasing prisoners.</li></ul> <p>(20) The student identifies report-writing methods and courtroom procedures. The student is expected to:</p>



		<ul style="list-style-type: none"><li>(A) identify the process involved with writing reports;</li><li>(B) identify appropriate courtroom attire and demeanor; and</li><li>(C) recognize procedures for preparing for courtroom testimony.</li></ul>
<p><b>Unit 11: Emergency Situations</b></p> <p>In this unit, students will learn and practice the appropriate actions to take in emergency situations at a detention facility. Students will identify, discuss, and practice procedures for responding to a riot and/or disturbance in a municipal, county, state, or federal correctional facility, procedures for responding to events such as assaults, fires, medical emergencies, prisoner escapes, and hostage situations, and procedures for escape attempts and escapes. Students will also research and discuss ways to recognize various issues in dealing with disruptive inmates and groups.</p>	<p>20 Periods 900 Minutes</p>	<p>(19) The student recognizes the appropriate actions to take in emergency situations at a detention facility. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) identify procedures for responding to a riot and disturbance in a municipal, county, state, or federal correctional facility;</li><li>(B) identify procedures for responding to events such as assaults, fires, medical emergencies, prisoner escapes, and hostage situations;</li><li>(C) recognize issues in dealing with disruptive inmates and groups; and</li><li>(D) identify procedures for escape attempts and escapes.</li></ul>
<p><b>Unit 12: Force and Self-Defense</b></p> <p>In this unit, students will discuss and demonstrate the use of the force continuum in simulated situations requiring varied</p>	<p>15 Periods 675 Minutes</p>	<p>(21) The student evaluates situations requiring the use of force. The student is expected to:</p>



<p>degrees of force, and explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force.</p> <p>As a culminating activity, students will analyze procedures and protocols for self-defense in homeland security and protective services and demonstrate self-defense and defensive tactics, such as ready stance and escort positions, strikes, kicks, punches, handcuffing, and searching.</p>		<p>(A) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force; and</p> <p>(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force.</p> <p>(22) The student analyzes procedures and protocols for self-defense in homeland security and protective services. The student is expected to demonstrate self-defense and defensive tactics such as ready stance and escort positions, strikes, kicks, punches, handcuffing, and searching.</p>
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