![C:\Documents and Settings\jcoan\Local Settings\Temporary Internet Files\Content.IE5\HFSOA3FK\MC900237257[1].wmf]()**Porter Early College High School**

**Career and Technology Education Room: G-104**

**Law, Public Safety, Corrections and Security Conference: 2:00pm – 2:40pm**

**Instructor: Mr. Benjamin M. Muraida Phone#: (956) 698-1726**

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**Law Enforcement I**

**Course Syllabus**

**Textbooks and Resources: Texas Code of Criminal Procedure, Texas Penal Code, Texas Traffic Code, Texas Family Code, Texas Education Code, Texas Education Agency, Texas CTE Resource Center, and ICEV website.**

**Course Description:** Law Enforcement I Course is an overview of the history, organization, and functions of local, state and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. The course will be conducted using several teaching methods such as lecture, reading, computer lab research, audiovisual presentations, guest speakers, and **class participation.**

**Course Objectives and Units of Study**

1. **Professional Standards and Communication Skills:** Students will explore and discuss employability skills, professional standards, and ethical responsibilities in the field of law enforcement in small groups and/or as a class as they develop and apply their 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 interpersonal skills.

Students will discuss and define technical concepts and vocabulary associated with law enforcement as well as identify and discuss employer expectations in classroom discussions, activities, and/or participation in occupational tasks/law enforcement scenarios.

Students will contribute to group discussions and class activities by demonstrating active listening and effective speaking skills in this unit and throughout the course as they further develop and increase their interpersonal skills. Code of Ethics. Explain the role of the United States Constitution in relation to the development and implantation of law enforcement. To analyze legal and ethical behavior standards protection citizen’ constitutional rights.

1. **Use of Force:** In this unit, students will explore and discuss force options available to peace officers, identify key terminology relating to the use of force, explain the legal authorities and the justification for use of force, analyze circumstances that are high risks for officers, and analyze the deciding factors for use of force when effecting an arrest. Students will also analyze various force options or alternatives and increase awareness of various force options or alternatives available to peace officers as well as examine elements that an officer must recognize and control in every encounter in classroom discussions, activities, and/or participation in occupational tasks/law enforcement scenarios.
2. **Accident Investigations:** In this unit, students will demonstrate a working knowledge of the laws, methods, and techniques relative to accident investigation. Students will use appropriate technology and/or assigned materials to research procedures for responding to an accident scene, demonstrate how to maintain traffic control at an accident scene, produce a crash report involving two or more vehicles in an accident, and apply laws associated with accident investigation in classroom activities and/or participation in occupational tasks/law enforcement scenarios.
3. **Ethics and the U.S. Legal System:** In this unit, students will demonstrate an understanding of ethical behavior standards required for law enforcement personnel. Students will use appropriate technology and/or assigned materials to research and explain the role of the U.S. Constitution in relation to the development and implementation of law enforcement, analyze legal and ethical behavior standards protecting citizens' constitutional rights, explain how citizens are protected by constitutional laws of local, state, and federal courts, and explain the mission of law enforcement in protecting a democratic society. Students will present and/or discuss their findings and demonstrate strategies to enhance public trust. Students will also participate in classroom activities and/or occupational tasks/law enforcement scenarios that both demonstrate and evaluate individual ethical behavior standards. Students will create brief oral or written presentations that analyze the impact of Supreme Court decisions such as Mapp v. Ohio, Terry v. Ohio, and Tennessee v. Garner, analyze the similarities, differences, and interactions between local, state, and federal court systems, illustrate the progression of a case as it moves through local, state, and federal jurisdictions, and compare the characteristics of civil and criminal court systems.

Students will contribute to group discussions and presentations by demonstrating active listening and effective speaking skills as they further develop and increase their interpersonal skills.

1. **Procedural and Substantive Criminal Law:** Students will use appropriate technology and/or assigned materials to research and explain crime categories and respective punishments according to the Texas Penal Code, analyze the elements of criminal acts according to Texas laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure, differentiate mala prohibita and mala in se, and analyze types of criminal defenses. Students will present and/or discuss their findings and contribute to group discussions and presentations by demonstrating active listening and effective speaking skills as they further develop and increase their interpersonal skills.
2. **Custody and Interrogation:** Students will use appropriate technology and/or assigned materials to research and analyze custody and interrogation as they relate to the U.S. Supreme court decision in Miranda v. Arizona, as well as explain Miranda warning requirements to their peers/instructors. Students will also research and explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses and demonstrate a non-custodial and custodial interview and interrogation. Students will practice and demonstrate using the Miranda warning requirements for both adult and juvenile suspects in classroom activities and/or various law enforcement scenarios.
3. **Victims, Witnesses, and Juveniles:** Students will use appropriate technology and/or assigned materials to research and analyze laws related to victims and witnesses as well as the psychological, social, and economic impacts of crime on victims. Students will also research and identify statutory responsibilities relating to victims' rights and discuss their findings in brief presentations and/or class discussions.

Students will practice and demonstrate the procedure for holding conferences with juveniles and parents or guardians in classroom activities and/or various law enforcement scenarios and discuss juvenile law as it relates to the steps in processing status offenses of juveniles. Students will continue demonstrating active listening and effective speaking skills as they further develop and increase their interpersonal skills.

1. **Family Violence:** Students will use appropriate technology and/or assigned materials to research, discuss, and analyze the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. Students will also research and evaluate the recommended steps in handling family violence calls involving Temporary Ex Parte Protective Orders, protective orders, and Magistrate's Order for Emergency Protection, and discuss their findings in brief presentations and/or class discussions.

Students will practice and demonstrate identifying the legal requirements for investigation of domestic abuse and child abuse or neglect and medical treatment and examinations for both, designing a plan on how to handle family violence situations and procedures for conducting preliminary investigations, as well as how to provide and explain community resources and referrals to victims of family violence. Students will continue demonstrating active listening and effective speaking skills as they further develop and increase their interpersonal skills.

1. **Drugs and Alcohol:** Students will use appropriate technology and/or assigned materials to research, discuss, and identify current commonly abused drugs in society, the effects of substances as it applies to the Texas Health and Safety Code, and the procedures for handling drugs, dangerous drugs, and controlled substances.

Students will also research and explain the laws related to driving while intoxicated and related offenses, summarize the procedures for handling drugs, dangerous drugs, and controlled substances, and discuss the development of "reasonable suspicion" for the intoxicated driver stop and temporary detention in brief presentations and/or class discussions.

1. **Community-Oriented Police Programs:** Students will use appropriate technology and/or assigned materials to research and summarize the philosophy and concepts that influence the development and implementation of a community-oriented police program. Students will define community-oriented policing in brief presentations and/or class discussions, and evaluate the skills needed to be a successful community-oriented police officer.
2. **Reports and Crime Scenes:** Students will use appropriate technology and/or assigned materials to research and summarize field notetaking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. Students will review examples of actual reports and explain why a police call sheet, an incident report, and a supplemental report are legal documents. Students will demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report and write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries. Students will share, compare, and discuss completed reports in brief presentations and/or class discussions. Students will also learn and demonstrate how to lift and preserve developed latent prints from a simulated crime scene and demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation.
3. **Vehicle Stops:** Students will use appropriate technology and/or assigned materials to research and analyze reasonable suspicion and probable cause for motor vehicle traffic stops. Students will understand, summarize, and analyze traffic laws contained in the Texas Transportation Code, execute a simulated misdemeanor traffic stop using the seven-step violator contact method, execute a simulated felony traffic stop with one and two patrol units and identify the regulations relating to arrest, charging procedures, notices, and promises to appear.

Students will view real or simulated vehicle scenarios, and identify if a traffic law has been violated according to the Texas Transportation Code regarding a driving situation, and identify/explain the regulations relating to arrest, charging procedures, notices, and promises to appear.

1. **Tactical Entries:** Students will use appropriate technology and/or assigned materials to research and analyze tactical entries into residences and buildings. Students will also view real or simulated tactical entry scenarios and describe and explain techniques officers can use to safely approach, enter, and search a residence or building.

As a culminating activity, students will demonstrate the correct techniques for entering a doorway and searching a room(s) as well as methods for clearing buildings and/or residences, and techniques used when suspects are found inside a building or residence.

**Grading Policy**: There will be a minimum of one (1) major examination and/or project and three (3) minor assessments every three (3) week progress. There will be a minimum of three (3) major examinations and/or projects, in addition to five (5) minor assessments per 6-week marking period. Major assignments will account for 60% of the student’s grade while the minor assessment account for 40%. There will be a comprehensive exam at the end of each semester and that grade will be a stand-alone grade.

**Late Work Policy:** Late work will receive 10 points off of the total score for every day that the assignment is not received after the assigned due date. Assignments that are more than 5 days late will not be accepted unless prior arrangements have been made. Teacher will give verbal reminders daily.

**Make-up Work Policy**: Students, who have an excused or unexcused absence, will not be refused an opportunity to make up work if he/she is absent. The student will be given the same number of days to make up the work and turn in their work as the number of days he/she was absent.

Students who are absent on an announced test day will be expected to take a test upon return. If any student has been absent the day prior to an announced assessment and if nothing new has been covered, the student will be expected to complete or turn in assessment at the regularly scheduled time.

Any student who does not appear for a prearranged make up test or does not meet his prearranged due date for other work may receive a zero (0) on that test, work, or retesting.

Any student missing work due to participation in extracurricular activities must make prior arrangements with the teacher for work that will be missed prior to the absence.

**Testing / Re-Teaching / Re-Testing:** The teacher and student will work together to schedule a retest within (5) school days after learning of the failing grade, except under extenuating circumstance determined by the principal. No retests are available for students who received a “0” for academic dishonesty. The student may raise his/her score to a maximum of 70 on the test upon mastery of the retest. As **per BISD policy there are no retests on research papers, major projects, benchmarks, or semester exams.**

**Classroom Rules and Expectations**

1. School district policy will be strictly adhered to with regards to absences, no credit of classes, and dress code. It is the students’ responsibility to keep track of their absences and file any appropriate appeals.
2. No students shall leave the classroom without the appropriate pass used by the teacher.
3. **Use of cellular devices are not permitted to be used in the classroom unless teacher allows usage for classwork. You will need a district issued Chrome Book or Laptop.**
4. Eating and drinking is not permitted in the classroom.
5. There are four basic rules for classroom success that will be followed in the course of instruction:
6. **Be on time 2. Be prepared 3. Respect others opinions 4. Obey all school rules listed in the Student’s Code of Conduct**

ACKNOWLEDGEMENT OF RECEIPT

 I hereby acknowledge the receipt of the following document from the course Instructor, Mr. Benjamin Muraida, from classroom G-104:

* **Law Enforcement 1 Course Syllabus**

(Student - Print Name) (Parent – Print Name)

(Signature) (Signature)

(Date) (Date)