![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 II / Dual Enrollment Intro to CJ**

**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 II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony 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 regarding communication and academic skills in classroom discussions, activities, and/or participation in occupational tasks/law enforcement scenarios. Students will also use appropriate technology and/or assigned materials to research new technologies used in law enforcement, such as robots to diffuse potential explosives, and the importance of continuing education in law enforcement.

Students will create various scenarios as well as 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.

1. **Telecommunications:** In this unit, students will explore, discuss, and use telecommunications equipment. Students will create and participate in scenarios that demonstrate the use of telecommunication mobile, handheld radio systems, and current technology, formulate simulated radio communications using phonetic alphabet and common terminology, and conduct simulated radio and data communications using mobile data computer and handheld radios. In classroom discussions and/or brief presentations, students will evaluate safety concerns with the use of telecommunications equipment, including when in the presence of non-first responders and while operating vehicles, explain the need of prioritizing calls for service, and identify the procedures used during emergency communications incidents such as hostage incidents and active pursuits.
2. **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, identify and explain the legal authority for use of force, and analyze the deciding factors for use of force when effecting an arrest. Students will also demonstrate the use of the force continuum in simulated situations requiring varied degrees of force, explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force, and analyze and evaluate the use of less-than-lethal as well as deadly use of force.
3. **Conflict-Management, Crisis Situations, and Crowd Control:** In this unit, students will explore and discuss the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. Students will also examine the techniques used to manage crisis situations and maintain public safety, and demonstrate crisis negotiations to promote the safety of individuals and the general public as well as effective communication techniques in a simulated crisis negotiation.

Students will participate in a simulated scenario as a crisis negotiation team member, examine hostage safety considerations during a simulated crisis negotiation, and differentiate between public safety and individual rights during crisis negotiation.

Students will also research, analyze, and evaluate crowd control methods. Students will discuss and explain the deployment of less-than-lethal and chemical crowd control measures and identify the need assessment of crowd management, including officer safety, surveillance, protection of life, protection of property, and requests for assistance from other officers and agencies.

Students will demonstrate establishing perimeters for crowd control in a simulated situation, and explain the importance of identifying group leaders, followers, and victims in that and other situations.

1. **Accident Investigations:** In this unit, students willdemonstrate a working knowledge of the laws, methods, and techniques related to motor vehicle accident investigations. Students will use appropriate technology and/or assigned materials to perform mathematical calculations using speed, velocity, time, and distance, draw scale diagrams of simulated collisions using templates, and interpret crash scene evidence.

In classroom activities and/or participation in various scenarios, students will record simulated crash scene evidence using standard report procedures and analyze and interpret simulated crash scene evidence using standard laws, regulations, and procedures..

1. **Transportation, Interviews, and Interrogations:** In this unit, students will demonstrate an understanding of procedures designed to safely transport a person in custody. Students will demonstrate a search of an individual incidental to an arrest and demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety, demonstrate different methods of restraining a person being transported, and discuss transporting non-custodial persons and juveniles. Students will display professionalism and effective communications skills as they self-evaluate and constructively criticize their demonstrations.

Students will use appropriate technology and/or assigned materials to research and explain the rights of individuals as outlined in the U.S. Constitution during interviews and interrogations. Students will present and/or discuss their findings, and demonstrate interviewing and interrogation techniques. Students will also participate in classroom activities and/or law enforcement scenarios that simulate interviews of rape victims, child witnesses, and child victims.

1. **Legal Proceedings:** Students will use appropriate technology and/or assigned materials to research and explain testimony in legal proceedings in accordance with courtroom procedures, the roles of the courtroom work group, effective courtroom testimony, and the importance of a pre-trial meeting with a prosecutor

Students will present and/or discuss their findings, as well as analyze the importance of reviewing field notes, reports, and evidence prior to pre-trial meeting. In various classroom/courtroom scenarios, students will effectively present simulated testimony as well as demonstrate an understanding of the importance of professionalism in demeanor and attire as a witness.

1. **Custody and Interrogation:** Students will use appropriate technology and/or assigned materials to research and identify civil law enforcement procedures for serving writs, warrants, and summons and civil law procedures such as attachment, garnishment, claim, and delivery. Students will also research and explain limits on use of force and entry to private property during civil process service, differentiate domestic violence protective orders, no-contact orders, and orders to pick up children, and identify requirements for emergency mental health evaluation.

Students will practice and demonstrate civil law enforcement procedures in classroom activities and/or various law enforcement scenarios.

1. **Victims:** Students will use appropriate technology and/or assigned materials to research and analyze the legal requirements of law enforcement to victims of crime. Students will also research and identify procedures for advising crime victims' legal recourse, the procedures for providing appropriate assistance to individuals with disabilities such as autism, Alzheimer's disease, hearing impairment, visual impairment, and mobility impairment, as well as the steps involved in conducting the preliminary investigation of specialized crimes such as hate crimes, bullying, sexual harassment, and terroristic threat, and discuss their findings in brief presentations and/or class discussions.

Students will practice and demonstrate advising crime victims in classroom activities and/or various law enforcement scenarios, and discuss the elements of conducting a death notification. 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 procedures and protocols for domestic violence. Students will discuss their findings in brief presentations and/or class discussions.

Students will practice and demonstrate techniques to enforce domestic violence laws, diffuse a simulated domestic violence incident, and apply laws in making a simulated arrest. Students will continue demonstrating active listening and effective speaking skills as they further develop and increase their interpersonal skills.

1. **Alcohol and Beverage Laws:** Students will use appropriate technology and/or assigned materials to research, discuss, and analyze local and state law enforcement procedures pertaining to alcohol and beverage laws. Students will define alcoholic beverages, differentiate between legal and illegal alcohol sales, and identify circumstances under which alcoholic beverages may be legally consumed. Students will also research and explain the laws and procedures to enforce violations of driving while intoxicated and driving under the influence.

Students will discuss how to recognize and interpret indicators of impaired driving and describe methods used to detect and apprehend drivers under the influence in brief presentations and/or class discussions. Students will demonstrate executing and interpreting tests related to driving under the influence, such as the National Traffic Highway Safety Administration Standardized Field Sobriety Test and the Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg Stand tests and prepare evidence and reports required to give court testimony related to simulated incidents of driving under the influence.

1. **Positive Community Relationships**: Students will use appropriate technology and/or assigned materials to research and summarize the development of community policing in the United States. Students and guest speakers, if available, will evaluate the roles and responsibilities of school resource officers, neighborhood service officers, public information officers, and crime prevention officers in brief presentations and/or class discussions. Students will conduct a crime prevention analysis in a simulated law enforcement assignment or scenario.
2. **Reports and Crime Scenes:** Students will use appropriate technology, examples of reports, and/or other assigned materials to research and summarize field note-taking and report-writing skills. Students will identify the legal requirements for first responders to enter, remain, release, and return to a crime scene, demonstrate procedures prior to entering a crime scene and securing a crime scene, demonstrate procedures in conducting a proper search of a crime scene for evidence such as using a strip-line search, grid-quadrant search, zone-wheel search, spiral search, or base-line search, demonstrate procedures for marking and collecting evidence found in a crime scene, demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs, and demonstrate chain of custody and proper packaging of various types of evidence for transportation.

Students will display professionalism and effective communications skills as they analyze, self-evaluate, and constructively criticize their demonstrations.

1. **Disasters and Response Systems:** Students will use appropriate technology and/or assigned materials to research and analyze law enforcement roles in preparedness and response systems for disaster situations and procedures for handling and managing explosives and hazardous material incidents. Students will also view/study real or simulated disaster scenarios and describe and explain incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning. Students will also apply Federal Emergency Management Agency Incident Command Structure to a simulated disaster scenario. In brief presentations and/or reports, students will identify and classify hazardous materials, explain procedures for responding to reports of bomb threats and suspicious objects, and explain procedures for responding to hazardous material incidents. Students will also respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety and conduct a simulated building and property search to locate explosive devices and materials.

As a unit culminating activity, students will examine and analyze law enforcement functions regarding critical infrastructure protection from potential terrorist and natural disaster threats, then develop a plan for protecting a potential target. Students will display professionalism and effective communications skills as they present, analyze, evaluate, and constructively criticize their plans.

1. **Patrol Procedures and Responses:** Students will use appropriate technology and/or assigned materials to research evaluate patrol procedures and response to calls for service encountered by first responders. Students will also view/study real and/or simulated law enforcement scenarios and describe and explain the legal justification and the application of probable cause for first responders' actions during a response to a suspected offense or an actual offense, analyze pursuit procedures such as incidents involving vehicles, motorcycles, and foot pursuits, and compare patrol responses when responding to offenses on-view, dispatched calls, and public information requests.

Students will also simulate conducting a misdemeanor and a high-risk traffic stop, simulate responding to a delayed crime and a crime in progress, simulate conducting a building search, simulate conducting an arrest with a warrant or a warrantless arrest, and demonstrate the importance of being safety conscious when in the role of being a first responder. Students will display professionalism and effective communications skills as they present, analyze, evaluate, and constructively criticize their simulations and responses.

In brief presentations and/or reports, students will explain differentiated procedures when responding with one-person units, two-person units, multiple units, other agency units, and specialized units such as air, K-9, and undercover operations.

As a course culminating activity, students will use specific examples to examine and analyze the importance of being safety conscious when in the role of being a first responder.

**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 II Course Syllabus**

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

(Signature) (Signature)

(Date) (Date)