



## Scope & Sequence

<b>Course Name:</b> Law Enforcement I <b>TSDS PEIMS Code:</b> 13029300		<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> Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.		
<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>	Enter # of Periods. Enter # of Minutes. Enter # of 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>130.336. (c) Knowledge and skills.</b>
<b>Unit 1: Professional Standards and Communication Skills</b>  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	5 periods 225 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



<p>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.</p> <p>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.</p> <p>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.</p>		<p>personal/team goals every day, and ethical use of technology.</p> <p>(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) relate the meaning of technical concepts and vocabulary associated with law enforcement;</li> <li>(B) interpret facial expressions, voice quality and delivery, gestures, and body positioning as related to nonverbal communication;</li> <li>(C) interpret voice quality and delivery such as combination of pitch, tone, and wording;</li> <li>(D) recognize diversity in culture;</li> <li>(E) employ active listening skills; and</li> <li>(F) contribute to group discussions and meetings.</li> </ul>
<p><b>Unit 2: Use of Force</b></p> <p>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</p>	<p>15 periods 675 minutes</p>	<p>(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify key terminology relating to the use of force and explain the legal authorities and the justification for use of force;</li> </ul>



<p>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.</p>		<ul style="list-style-type: none"> <li>(B) analyze the deciding factors for use of force when effecting an arrest;</li> <li>(C) analyze circumstances that are high risks for officers;</li> <li>(D) analyze various force options or alternatives to increase the student's awareness of various force options or alternatives available to peace officers;</li> <li>(E) discuss force options available to peace officers; and</li> <li>(F) examine elements that an officer must recognize and control in every encounter.</li> </ul>
<p><b>Unit 3: Accident Investigations</b></p> <p>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.</p>	<p>10 periods 450 minutes</p>	<ul style="list-style-type: none"> <li>(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:             <ul style="list-style-type: none"> <li>(A) produce a crash report involving two or more vehicles in an accident;</li> <li>(B) apply laws associated with accident investigation;</li> <li>(C) research procedures for responding to an accident scene and how to maintain control of an accident scene; and</li> <li>(D) demonstrate how to maintain traffic control at an accident scene.</li> </ul> </li> </ul>



#### Unit 4: 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

15 periods  
675 minutes

- (5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:
  - (A) explain the role of the U.S. Constitution in relation to the development and implementation of law enforcement;
  - (B) evaluate individual ethical behavior standards;
  - (C) analyze legal and ethical behavior standards protecting citizens' constitutional rights;
  - (D) demonstrate strategies to enhance public trust; and
  - (E) explain the mission of law enforcement in protecting a democratic society.
  
- (6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:
  - (A) explain how citizens are protected by constitutional laws of local, state, and federal courts;
  - (B) analyze the impact of Supreme Court decisions such as *Mapp v. Ohio*, *Terry v. Ohio*, and *Tennessee v. Garner*;



<p>compare the characteristics of civil and criminal court systems.</p> <p>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.</p>		<p>(C) analyze the similarities, differences, and interactions between local, state, and federal court systems;</p> <p>(D) illustrate the progression of a case as it moves through local, state, and federal jurisdictions; and</p> <p>(E) compare the characteristics of civil and criminal court systems.</p>
<p><b>Unit 5: Procedural and Substantive Criminal Law</b></p> <p>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 <i>mala prohibita</i> and <i>mala in se</i>, 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.</p>	<p>15 periods 675 minutes</p>	<p>(8) The student analyzes procedural and substantive criminal law. The student is expected to:</p> <p>(A) define crime categories and respective punishments according to the Texas Penal Code;</p> <p>(B) 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;</p> <p>(C) differentiate <i>mala prohibita</i> and <i>mala in se</i>; and</p> <p>(D) analyze types of criminal defenses.</p>



<p><b>Unit 6: Custody and Interrogation</b></p> <p>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 <i>Miranda v. Arizona</i>, 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.</p>	<p>15 periods 675 minutes</p>	<p>(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i>. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) demonstrate the application of the constitutional rights, using the Miranda warning requirements for both adult and juvenile suspects;</li><li>(B) explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses; and</li><li>(C) demonstrate a non-custodial and custodial interview and interrogation.</li></ul>
<p><b>Unit 7: Victims, Witnesses, and Juveniles</b></p> <p>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.</p> <p>Students will practice and demonstrate the procedure for holding conferences with</p>	<p>15 periods 675 minutes</p>	<p>(9) The student analyzes law related to victims and witnesses. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) analyze the rights of victims of crimes and witnesses to crime laws such as the Victim and Witness Protection Act of 1982, the Victims of Crime Act of 1984, the Victim's Rights and Restitution Act, the Child Victims' Bill of Rights of 1990, and the Victim Rights Clarification Act of 1997;</li><li>(B) analyze the psychological, social, and economic impact of crime on the victim such as:</li></ul>



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.

- (i) identifying the elements of a crisis reaction, the phases of a victim's reaction to a crime, the ripple effect of crime victimization, and crisis intervention; and
  - (ii) identifying and discussing the potential for secondary victimization by the criminal justice system and how to avoid it; and
- (C) identify statutory responsibilities relating to victims' rights such as:
- (i) identifying the legal basis of law enforcement's responsibilities to victims' rights;
  - (ii) summarizing legal requirement for providing victims written notice; and
  - (iii) explaining rights granted to victims of crime.
- (10) The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:
- (A) discuss juvenile law as it relates to the steps in processing status offenses of juveniles; and
  - (B) demonstrate the procedure for holding conferences with juveniles and parents or guardians.



<p><b>Unit 8: Family Violence</b></p> <p>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.</p> <p>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.</p>	<p>15 periods 675 minutes</p>	<p>(11) The student analyzes 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. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) understand the dynamics and legal issues of family violence and child abuse such as:<ul style="list-style-type: none"><li>(i) explaining common characteristics of family violence offenders and describing the cycle of abuse phases;</li><li>(ii) discussing the types of abuse often occurring in family violence incidences, explaining some barriers victims face when attempting to leave an abusive relationship; and</li><li>(iii) defining terminology associated with family violence related to Texas Family Code, Title 4, for Protective Orders and Family Violence; and</li></ul></li><li>(B) evaluate the recommended steps in handling family violence calls involving Temporary Ex Parte Protective Orders, protective orders, and Magistrate's Order for Emergency Protection such as:<ul style="list-style-type: none"><li>(i) identifying the legal requirements for investigation of domestic abuse and child</li></ul></li></ul>
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		<p>abuse or neglect and medical treatment and examinations for both;</p> <ul style="list-style-type: none"><li>(ii) designing a plan on how to handle family violence situations and procedures for conducting preliminary investigations; and</li><li>(iii) demonstrating how to provide and explain community resources and referrals to victims of family violence.</li></ul>
<p><b>Unit 9: Drugs and Alcohol</b></p> <p>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.</p> <p>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.</p>	<p>15 periods 675 minutes</p>	<ul style="list-style-type: none"><li>(12) The student explains laws associated with the Texas Health and Safety Code. The student is expected to:<ul style="list-style-type: none"><li>(A) identify current commonly abused drugs in society;</li><li>(B) research the effects of substances as it applies to the Texas Health and Safety Code; and</li><li>(C) summarize the procedures for handling drugs, dangerous drugs, and controlled substances.</li></ul></li><li>(17) The student demonstrates and applies a working knowledge of the detection, apprehension, and arrest of an intoxicated driver. The student is expected to:<ul style="list-style-type: none"><li>(A) explain the laws related to driving while intoxicated and related offenses; and</li></ul></li></ul>



		(B) discuss the development of "reasonable suspicion" for the intoxicated driver stop and temporary detention.
<p><b>Unit 10: Community-Oriented Police Programs</b></p> <p>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.</p>	<p>5 periods 225 minutes</p>	<p>(13) The student summarizes the philosophy and concepts that influence the development and implementation of a community-oriented police program. The student is expected to:</p> <p>(A) define community-oriented policing; and</p> <p>(B) evaluate the skills needed to be a successful community-oriented police officer.</p>
<p><b>Unit 11: Reports and Crime Scenes</b></p> <p>Students will use appropriate technology and/or assigned materials to research and summarize field note-taking 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</p>	<p>15 periods 675 minutes</p>	<p>(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:</p> <p>(A) describe the components of a police call sheet, an incident report, and a supplemental report;</p> <p>(B) explain why a police call sheet, an incident report, and a supplemental report are legal documents;</p> <p>(C) demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report; and</p>



<p>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.</p>		<p>(D) write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries.</p> <p>(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:</p> <p>(A) demonstrate how to lift and preserve developed latent prints from a simulated crime scene; and</p> <p>(B) demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation.</p>
<p><b>Unit 12: Vehicle Stops</b></p> <p>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.</p> <p>Students will view real or simulated vehicle scenarios, and identify if a traffic law has</p>	<p>15 periods 675 minutes</p>	<p>(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:</p> <p>(A) apply techniques used to assess risk in vehicle stops;</p> <p>(B) understand and analyze traffic laws contained in the Texas Transportation Code and their applications;</p> <p>(C) execute a simulated misdemeanor traffic stop using the seven-step violator contact method;</p> <p>(D) execute a simulated felony traffic stop with one and two patrol units;</p>



<p>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.</p>		<p>(E) identify if a traffic law has been violated according to the Texas Transportation Code regarding a driving situation; and</p> <p>(F) identify the regulations relating to arrest, charging procedures, notices, and promises to appear.</p>
<p><b>Unit 13: Tactical Entries</b></p> <p>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.</p> <p>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.</p>	<p>20 periods 900 minutes</p>	<p>(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:</p> <p>(A) describe techniques officers can use to safely approach a residence or building;</p> <p>(B) explain techniques to safely enter and search a residence or building;</p> <p>(C) demonstrate the correct techniques for entering a doorway and searching a room(s); and</p> <p>(D) demonstrate methods for clearing buildings or residences and techniques used when suspects are found inside a building or residence.</p>