



Scope & Sequence

Course Name: Principles of Law, Public Safety, Corrections, and Security TSDS PEIMS Code: 13029200		Course Credit: 1.0 Course Requirements: Grade Placement: 9 – 12. Prerequisites: None.
Course Description: In Principles of Law, Public Safety, Corrections, and Security students will be introduced to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. They will learn the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. This overview will provide students with the skills necessary to pursue careers in law enforcement, fire service, protective services, and corrections.		
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 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.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.332. (c) Knowledge and skills.
Unit 1: Professional Standards and Employer Expectations This unit is designed to inform future LPSCS students about industry expectations for employability and professional standards. Students will review and discuss professional standards and employability skills such as as	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 personal/team goals every day, and ethical use of technology.



<p>attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology. Students will also identify and investigate student, community, police, and outreach organizations, and discuss how participation in these and/or other organizations may benefit them as they prepare for a career in LPSSC.</p>		<p>(14) The student identifies the roles and functions of student community organizations that support or provide additional information and guidance to those interested in law, public safety, corrections, and protective services. The student is expected to:</p> <ul style="list-style-type: none"> (A) research and participate in community organizations such as SkillsUSA, Law Enforcement Explorer Scouts, and National Technical Honor Society; and (B) identify community outreach organizations such as Citizens on Patrol; local student police organizations; or national student police organizations.
<p>Unit 2: Academic Knowledge and Communication Skills</p> <p>This unit is designed to ensure that students are prepared for entry into initial employment and/or postsecondary education programs. Academic content in this unit must align with employer and postsecondary expectations.</p> <p>Students will practice, analyze, develop, and demonstrate appropriate verbal communication skills, communication strategies, and the effective interpersonal skills necessary to communicate with coworkers and the public in classroom activities, scenarios, and/or mock situations. Students will apply English language arts,</p>	<p>20 Periods 900 Minutes</p>	<p>(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply English language arts knowledge and skills required for career and postsecondary education opportunities; (B) apply mathematics knowledge and skills required for career and postsecondary education opportunities; and



<p>mathematics, and science knowledge and skills in “hands on” or occupational task-based scenarios and/or activities.</p> <p>Students will discuss and predict what academic knowledge and skills will be required for career and postsecondary education opportunities associated with their career field, and put into place plans/strategies for mastering any/all necessary skills.</p>		<p>(C) apply science knowledge and skills for career and postsecondary education associated with the career field.</p> <p>(3) The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:</p> <ul style="list-style-type: none">(A) evaluate effective use of grammar to develop verbal communication skills;(B) differentiate among speaking strategies used to communicate specific ideas to various audiences;(C) interpret voice quality and delivery to analyze verbal communication; and(D) demonstrate effective interpersonal skills necessary to communicate with coworkers and the public.
<p>Unit 3: Safety, First Aid, and Critical-Thinking Skills</p> <p>This unit is designed to ensure that students possess the problem-solving and safety skills needed in LPSSC careers. The length of the first aid/CPR component of this unit will depend on time(s) required for certification options.</p>	<p>35 Periods 1,575 Minutes</p>	<p>(4) The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services. The student is expected to:</p> <ul style="list-style-type: none">(A) use analytical skills to formulate ideas, proposals, and solutions to problems;



<p>In this unit, students will research, identify, analyze, and evaluate the dangers associated with the different career fields, discuss methods for safe handling of hazardous materials, discuss the importance of good health and physical fitness, and demonstrate first aid, cardiopulmonary resuscitation, and automated external defibrillator procedures. Students will also use critical-thinking skills to solve ethical issues identified in the career field and create and recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment. In a problem-based scenario, students will also discuss and use analytical skills to formulate ideas, proposals, and solutions to problems and formulate ideas, proposals, and solutions to ensure delivery of services.</p>		<p>(B) formulate ideas, proposals, and solutions to ensure delivery of services; and</p> <p>(C) use critical-thinking skills to solve ethical issues identified in the career field.</p> <p>(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:</p> <p>(A) identify, analyze, and evaluate the dangers associated with the different career fields;</p> <p>(B) create and recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment;</p> <p>(C) discuss methods for safe handling of hazardous materials;</p> <p>(D) discuss the importance of good health and physical fitness; and</p> <p>(E) demonstrate first aid, cardiopulmonary resuscitation, and automated external defibrillator procedures.</p>
<p>Unit 4: Legal Roles and Responsibilities</p> <p>Students will demonstrate commitment to the professional/ethical behavior required in each career field. Understanding legal issues</p>	<p>20 Periods 900 Minutes</p>	<p>(6) The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a</p>



<p>and professional conduct is vital for all careers in the LPSCS cluster, so in this unit students will examine real-world situations involving ethical dilemmas and professional conduct and discuss and recommend a strategy for responding to an unethical or illegal situation. Students will use appropriate technology and/or assigned materials to research and explain laws, regulations, and policies that govern professionals, and demonstrate their knowledge and commitment in occupational task scenarios and/or other classroom activities.</p>		<p>commitment to professional and ethical behavior. The student is expected to:</p> <ul style="list-style-type: none"> (A) examine real-world situations involving ethical dilemmas and professional conduct; (B) explain laws, regulations, and policies that govern professionals; and (C) recommend a strategy for responding to an unethical or illegal situation.
<p>Unit 5: Working Cooperatively within LPSSC Agencies</p> <p>In this unit students learn the essential nature and importance of working cooperatively. Understanding the differences and similarities in roles and responsibilities between the various career fields is essential. Students will use appropriate technology and/or assigned materials to research and discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public, examine the roles and responsibilities of first responders, identify jurisdictional problems that may arise as multiple agencies work together, and differentiate the roles of private security and public law enforcement</p>	<p>20 Periods 900 Minutes</p>	<p>(7) The student recognizes the importance of interagency cooperation. The student is expected to:</p> <ul style="list-style-type: none"> (A) discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public; (B) examine the roles and responsibilities of first responders; (C) identify jurisdictional problems that may arise as multiple agencies work together; and (D) differentiate the roles of private security and public law enforcement agencies.



<p>agencies. Students will demonstrate their knowledge in brief presentations, occupational task scenarios, and/or other classroom activities.</p>		
<p>Unit 6: Essentials of Criminal Law</p> <p>In this unit, students will focus on understanding the historical and philosophical development of criminal law. Students will research and identify the sources and origin of law in the United States, explain the impact of the U.S. Constitution and Bill of Rights on criminal law in regard to the rights of citizens, differentiate between crimes classified as felonies or misdemeanors and the punishments for each, identify problems commonly associated with the enforcement of criminal laws, and identify the process by which laws are enacted. Students will analyze the essential elements and classifications of a crime in classroom activities and/or discussions.</p>	<p>20 Periods 900 Minutes</p>	<p>(8) The student understands the historical and philosophical development of criminal law. The student is expected to:</p> <ul style="list-style-type: none">(A) identify the sources and origin of law in the United States;(B) explain the impact of the U.S. Constitution and Bill of Rights on criminal law in regard to the rights of citizens;(C) differentiate between crimes classified as felonies or misdemeanors and the punishments for each;(D) analyze the essential elements and classifications of a crime;(E) identify problems commonly associated with the enforcement of criminal laws; and(F) identify the process by which laws are enacted.
<p>Unit 7: The Public Safety Professional</p> <p>This unit will focus on career opportunities in public safety. Students will use appropriate technology and/or assigned materials to</p>	<p>10 Periods 450 Minutes</p>	<p>(9) The student identifies the roles of the public safety professional. The student is expected to:</p>



<p>identify career opportunities in federal, state, county, and municipal law enforcement agencies and identify the education and training required for various levels of law enforcement. Students will present their findings, and discuss the history of policing in the United States, the roles and responsibilities of law enforcement professionals, and examine the role of emergency medical services in public safety. Students will also research and analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure and identify how public safety professionals manage the stress related to these jobs.</p>		<ul style="list-style-type: none"> (A) identify career opportunities in federal, state, county, and municipal law enforcement agencies; (B) identify the education and training required for various levels of law enforcement; (C) discuss the history of policing in the United States; (D) identify the roles and responsibilities of law enforcement professionals; (E) analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure; (F) examine the role of emergency medical services in public safety; and (G) identify how public safety professionals manage the stress related to these jobs.
<p>Unit 8: The Court System Professional</p> <p>In this unit, students will use appropriate technology and/or assigned materials to identify and discuss career opportunities in the court systems. Students will also research and examine the roles of the courtroom work groups such as judges, prosecutors, defense counsel, and bailiffs, identify the levels and functions of criminal courts, explain pretrial</p>	<p>10 Periods 450 Minutes</p>	<ul style="list-style-type: none"> (10) The student identifies the roles and functions of court systems. The student is expected to: <ul style="list-style-type: none"> (A) identify career opportunities in the court systems; (B) identify the levels and functions of criminal courts; (C) examine the roles of the courtroom work groups such as judges, prosecutors, defense counsel, and bailiffs;



<p>and courtroom procedures, and identify types of sentencing and sentencing rules.</p>		<p>(D) explain pretrial and courtroom procedures; and (E) identify types of sentencing and sentencing rules.</p>
<p>Unit 9: The Correction System Professional</p> <p>In this unit students will use appropriate technology and/or assigned materials to identify and explain career opportunities available in the correctional system, including probation and parole. Students will also research and explain the duties and responsibilities of correctional officers, the history of prisons in the United States, the differences between jails and prisons, and the constitutional rights of inmates in prisons and jails. Students will present and/or discuss their findings, and connect their discussion to the other careers in the LPSCS cluster.</p>	<p>Choose a building block. 10 Periods 450 Minutes</p>	<p>(11) The student identifies the roles and functions of the correctional system. The student is expected to:</p> <p>(A) explain career opportunities available in the correctional system, including probation and parole; (B) explain the duties and responsibilities of correctional officers; (C) recognize the history of prisons in the United States; (D) explain the differences between jails and prisons; (E) identify the levels of security in prisons and jails; and (F) explain the constitutional rights of inmates in prisons and jails.</p>
<p>Unit 10: The Private Security Professional</p> <p>In this unit students will use appropriate technology and/or assigned materials to identify and explain the career opportunities available in private security. Students will also research and explain the history and importance of private security in the United States. Students will present and/or discuss</p>	<p>10 Periods 450 Minutes</p>	<p>(12) The student identifies the roles and functions of private security systems and agencies. The student is expected to:</p> <p>(A) explain the career opportunities available in private security; (B) discuss the history and importance of private security in the United States; and</p>



<p>their findings, and examine the relationship between private security and public safety agencies.</p>		<p>(C) examine the relationship between private security and public safety agencies.</p>
<p>Unit 11: The Fire Protection Professional</p> <p>In this unit students will use appropriate technology and/or assigned materials to identify career opportunities in fire protection services. Students will also research and explain the duties and responsibilities of firefighters and discuss the importance of the operation of 911 and computer-aided dispatch systems. Students will present and/or discuss their findings, and explain the relationships among police, fire, and emergency medical services.</p>	<p>Choose a building block. 10 Periods 450 Minutes</p>	<p>(13) The student identifies the roles and functions of fire protection services. The student is expected to:</p> <ul style="list-style-type: none">(A) identify the career opportunities in fire protection services;(B) explain the duties and responsibilities of firefighters;(C) recognize the importance of the operation of 911 and computer-aided dispatch systems; and(D) explain the relationships among police, fire, and emergency medical services.