# Scope & Sequence

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| Course Name: Law Enforcement II **TSDS PEIMS Code:** 13029400 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 10 – 12.  **Prerequisites:** None.  **Recommended Prerequisites:** Law Enforcement I |
| **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 | | | |
| **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** | 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. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.337. (c) Knowledge and skills.** | |
| **Unit 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. | 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 personal/team goals every day, and ethical use of technology.  (2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:  (A) demonstrate the use of communication skills to evaluate body language, gestures, verbal tone, and inflection;  (B) apply interpersonal communication skills;  (C) apply writing skills to facilitate effective field note taking and report writing such as police incident reports;  (D) create various scenarios that use patrol tactics to effect an arrest; and  (E) demonstrate appropriate use of law, public safety, corrections, and security terminology.  (20) The student explores new and emerging technologies in law enforcement. The student is expected to:  (A) research new technologies used in law enforcement such as robots to diffuse potential explosives; and  (B) explain the importance of continuing education in law enforcement. | |
| **Unit 2: 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. | 5 periods  225 minutes | (3) The student uses telecommunications equipment. The student is expected to:  (A) support the use of telecommunication mobile, handheld radio systems, and current technology;  (B) formulate simulated radio communications using phonetic alphabet and common terminology;  (C) conduct simulated radio and data communications using mobile data computer and handheld radios;  (D) evaluate safety concerns with the use of telecommunications equipment, including when in the presence of non-first responders and while operating vehicles;  (E) explain the need of prioritizing calls for service; and  (F) identify the procedures used during emergency communications incidents such as hostage incidents and active pursuits. | |
| **Unit 3: Use of Force**  In this unit, students will explore and discussforce 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. | 15 periods  675 minutes | (13) The student evaluates situations requiring the use of force. The student is expected to:  (A) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force;  (B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force;  (C) identify the legal authority for the use of force;  (D) analyze and evaluate the use of less-than-lethal use of force; and  (E) analyze and evaluate the use of deadly force. | |
| **Unit 4: 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. | 15 periods  675 minutes | (5) The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:  (A) examine interpersonal communication techniques used in law enforcement;  (B) distinguish between passive, passive-aggressive, aggressive, and assertive behavior;  (C) discuss strategies for dealing with difficult people; and  (D) examine factors that contribute to a person's hostility.  (6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:  (A) demonstrate crisis negotiations to promote the safety of individuals and the general public;  (B) participate in a simulated scenario as a crisis negotiation team member;  (C) demonstrate effective communication techniques in a simulated crisis negotiation;  (D) examine hostage safety considerations during a simulated crisis negotiation; and  (E) differentiate between public safety and individual rights during crisis negotiation.  (12) The student identifies crowd control methods. The student is expected to:  (A) explain the deployment of less-than-lethal and chemical crowd control measures;  (B) 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;  (C) demonstrate establishing perimeters for crowd control; and  (D) explain the importance of identifying group leaders, followers, and victims. | |
| **Unit 5: 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. | 10 periods  450 minutes | (16) The student investigates and documents a motor vehicle accident. The student is expected to:  (A) record simulated crash scene evidence using standard report procedures;  (B) analyze simulated crash scene evidence using standard laws, regulations, and procedures;  (C) perform mathematical calculations using speed, velocity, time, and distance;  (D) draw scale diagrams of simulated collisions using templates; and  (E) interpret crash scene evidence. | |
| **Unit 6: Transportation, Interviews, and Interrogations**  In this unit, students willdemonstrate 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. | 15 periods  675 minutes | (14) The student describes procedures designed to safely transport a person in custody. The student is expected to:  (A) demonstrate a search of an individual incidental to an arrest;  (B) demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety;  (C) demonstrate different methods of restraining a person being transported; and  (D) discuss transporting non-custodial persons and juveniles.  (15) The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:  (A) demonstrate interviewing and interrogation techniques; and  (B) simulate interviews of rape victims, child witnesses, and child victims. | |
| **Unit 7: 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. | 15 periods  675 minutes | (4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:  (A) explain the roles of the courtroom work group;  (B) analyze the importance of reviewing field notes, reports, and evidence prior to pre-trial meeting;  (C) apply proper explanation for the introduction of evidence for admission into a trial;  (D) analyze effective courtroom testimony;  (E) demonstrate an understanding of the importance of professionalism in demeanor and attire as a witness; and  (F) discuss the importance of a pre-trial meeting with a prosecutor. | |
| **Unit 8: 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. | 10 periods  450 minutes | (9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:  (A) research civil law procedures such as attachment, garnishment, claim, and delivery;  (B) identify limits on use of force and entry to private property during civil process service;  (C) differentiate domestic violence protective orders, no-contact orders, and orders to pick up children; and  (D) identify requirements for emergency mental health evaluation. | |
| **Unit 9: 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. | 10 periods  450 minutes | (7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:  (A) demonstrate procedures for advising crime victims' legal recourse;  (B) explain step-by-step court procedures for suspects, victims, and witnesses entering the system;  (C) explain the procedures for providing appropriate assistance to individuals with disabilities such as autism, Alzheimer's disease, hearing impairment, visual impairment, and mobility impairment;  (D) define the steps involved in conducting the preliminary investigation of specialized crimes such as hate crimes, bullying, sexual harassment, and terroristic threat;  (E) analyze the elements of conducting a death notification; and  (F) interpret legal requirements of law enforcement to victims of crime. | |
| **Unit 10: 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. | 10 periods  450 minutes | (8) The student analyzes procedures and protocols for domestic violence. The student is expected to:  (A) recognize techniques to enforce domestic violence laws;  (B) diffuse a simulated domestic violence incident; and  (C) apply laws in making an arrest. | |
| **Unit 11: 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. | 10 periods  450 minutes | (10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:  (A) explain alcohol and beverage laws and procedures controlling illegal sales and consumption;  (B) define alcoholic beverages;  (C) differentiate between legal and illegal alcohol sales; and  (D) identify circumstances under which alcoholic beverages may be legally consumed.  (11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:  (A) execute and interpret 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;  (B) recognize and interpret indicators of impaired driving;  (C) describe methods used to detect and apprehend drivers under the influence; and  (D) prepare evidence and reports required to give court testimony related to driving under the influence. | |
| **Unit 12: 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. | 5 periods  225 minutes | (22) The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to:  (A) explore the development of community policing in the United States;  (B) evaluate the role of school resource officers;  (C) evaluate the role of neighborhood service officers;  (D) evaluate the role of crime prevention officers such as McGruff Safe Kids, neighborhood watch programs, store front officers, and citizens on patrol;  (E) evaluate the responsibilities of the public information officer; and  (F) conduct a crime prevention analysis. | |
| **Unit 13: 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. | 15 periods  675 minutes | (2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:  (C) apply writing skills to facilitate effective field note taking and report writing such as police incident reports.  (23) The student demonstrates procedures in investigating a crime scene. The student is expected to:  (A) identify the legal requirements for first responders to enter, remain, release, and return to a crime scene;  (B) demonstrate procedures prior to entering a crime scene and securing a crime scene;  (C) 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;  (D) demonstrate procedures for marking and collecting evidence found in a crime scene;  (E) demonstrate procedures for measuring and sketching evidence and important landmarks in a crime scene;  (F) 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  (G) demonstrate chain of custody and proper packaging of various types of evidence for transportation. | |
| **Unit 14: 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. | 20 periods  900 minutes | (17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:  (A) demonstrate knowledge of the incident command system;  (B) coordinate with response partners from all levels of government and with the private sector;  (C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning; and  (D) apply Federal Emergency Management Agency Incident Command Structure to a simulated scenario.  (18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:  (A) identify and classify hazardous materials;  (B) respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety;  (C) explain procedures for responding to reports of bomb threats and suspicious objects;  (D) conduct a simulated building and property search to locate explosive devices and materials; and  (E) explain procedures for responding to hazardous material incidents.  (19) The student examines law enforcement functions regarding critical infrastructure protection from potential terrorist and natural disaster threats. The student is expected to:  (A) analyze critical infrastructure protection techniques; and  (B) develop a plan for protecting a potential target. | |
| **Unit 15: 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. | 15 periods  675 minutes | (21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:  (A) demonstrate the legal justification and the application of probable cause for first responders' actions during a response to a suspected offense or an actual offense;  (B) simulate conducting a misdemeanor and a high-risk traffic stop;  (C) analyze pursuit procedures such as incidents involving vehicles, motorcycles, and foot pursuits;  (D) simulate responding to a delayed crime and a crime in progress;  (E) simulate conducting a building search;  (F) simulate conducting an arrest with a warrant or a warrantless arrest;  (G) differentiate 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;  (H) compare patrol responses when responding to offenses on-view, dispatched calls, and public information requests; and  (I) demonstrate the importance of being safety conscious when in the role of being a first responder. | |