Texas CTE

Law Enforcement I (2015)

Implementation. A

1 The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year. A.1

2 School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course. A.2

General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course. B

b General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course. B

Introduction. C

1 Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. C.1

2 The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. C.2

3 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. C.3

4 Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations. C.4

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5 **Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.** C.5

Knowledge and skills. D

1 **The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:** D.1

- A identify key terminology relating to the use of force and explain the legal authorities and the justification for use of force; D.1.A
- B analyze the deciding factors for use of force when effecting an arrest; D.1.B
- C analyze circumstances that are high risks for officers; D.1.C
- D analyze various force options or alternatives to increase the student's awareness of various force options or alternatives available to peace officers; D.1.D
- E discuss force options available to peace officers; and D.1.E
- F examine elements that an officer must recognize and control in every encounter. D.1.F

2 **The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:** D.2

- A relate the meaning of technical concepts and vocabulary associated with law enforcement; D.2.A
- B interpret facial expressions, voice quality and delivery, gestures, and body positioning as related to nonverbal communication; D.2.B
- C interpret voice quality and delivery such as combination of pitch, tone, and wording; D.2.C
- D recognize diversity in culture; D.2.D
- E employ active listening skills; and D.2.E
- F contribute to group discussions and meetings. D.2.F

3 **The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:** D.3

- A produce a crash report involving two or more vehicles in an accident; D.3.A
- B apply laws associated with accident investigation; D.3.B
- C research procedures for responding to an accident scene and how to maintain control of an accident scene; and D.3.C
- D demonstrate how to maintain traffic control at an accident scene. D.3.D

4 **The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:** D.4

- A explain the role of the U.S. Constitution in relation to the development and implementation of law enforcement; D.4.A
- B evaluate individual ethical behavior standards; D.4.B

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C analyze legal and ethical behavior standards protecting citizens' constitutional rights; D.4.C

D demonstrate strategies to enhance public trust; and D.4.D

E explain the mission of law enforcement in protecting a democratic society. D.4.E

5 The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to: D.5

A explain how citizens are protected by constitutional laws of local, state, and federal courts; D.5.A

B analyze the impact of Supreme Court decisions such as Mapp v. Ohio, Terry v. Ohio, and Tennessee v. Garner; D.5.B

C analyze the similarities, differences, and interactions between local, state, and federal court systems; D.5.C

D illustrate the progression of a case as it moves through local, state, and federal jurisdictions; and D.5.D

E compare the characteristics of civil and criminal court systems. D.5.E

6 The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in Miranda v. Arizona. The student is expected to: D.6

A demonstrate the application of the constitutional rights, using the Miranda warning requirements for both adult and juvenile suspects; D.6.A

B explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses; and D.6.B

C demonstrate a non-custodial and custodial interview and interrogation. D.6.C

7 The student analyzes procedural and substantive criminal law. The student is expected to: D.7

A define crime categories and respective punishments according to the Texas Penal Code; D.7.A

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; D.7.B

C differentiate mala prohibita and mala in se; and D.7.C

D analyze types of criminal defenses. D.7.D

8 The student analyzes law related to victims and witnesses. The student is expected to: D.8

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; D.8.A

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B analyze the psychological, social, and economic impact of crime on the victim such as: D.8.B

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 D.8.B.I

ii identifying and discussing the potential for secondary victimization by the criminal justice system and how to avoid it; and D.8.B.II

C identify statutory responsibilities relating to victims' rights such as: D.8.C

i identifying the legal basis of law enforcement's responsibilities to victims' rights; D.8.C.I

ii summarizing legal requirement for providing victims written notice; and D.8.C.II

iii explaining rights granted to victims of crime. D.8.C.III

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9 The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to: D.9

A discuss juvenile law as it relates to the steps in processing status offenses of juveniles; and D.9.A

B demonstrate the procedure for holding conferences with juveniles and parents or guardians. D.9.B

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10 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: D.10

A understand the dynamics and legal issues of family violence and child abuse such as: D.10.A

i explaining common characteristics of family violence offenders and describing the cycle of abuse phases; D.10.A.I

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 D.10.A.II

iii defining terminology associated with family violence related to Texas Family Code, Title 4, for Protective Orders and Family Violence; and D.10.A.III

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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: D.10.B

i identifying the legal requirements for investigation of domestic abuse and child abuse or neglect and medical treatment and examinations for both; D.10.B.I

ii designing a plan on how to handle family violence situations and procedures for conducting preliminary investigations; and D.10.B.II

iii demonstrating how to provide and explain community resources and referrals to victims of family violence. D.10.B.III

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11 The student explains laws associated with the Texas Health and Safety Code. The student is expected to: D.11

A identify current commonly abused drugs in society; D.11.A

B research the effects of substances as it applies to the Texas Health and Safety Code; and D.11.B

C summarize the procedures for handling drugs, dangerous drugs, and controlled substances. D.11.C

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12 The student summarizes the philosophy and concepts that influence the development and implementation of a community-oriented police program. The student is expected to: D.12

A define community-oriented policing; and D.12.A

B evaluate the skills needed to be a successful community-oriented police officer. D.12.B

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13 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: D.13

A describe the components of a police call sheet, an incident report, and a supplemental report; D.13.A

B explain why a police call sheet, an incident report, and a supplemental report are legal documents; D.13.B

C demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report; and D.13.C

D write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries. D.13.D

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14 The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to: D.14

A apply techniques used to assess risk in vehicle stops; D.14.A

B understand and analyze traffic laws contained in the Texas Transportation Code and their applications; D.14.B

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C execute a simulated misdemeanor traffic stop using the seven-step violator contact method; D.14.C

D execute a simulated felony traffic stop with one and two patrol units; D.14.D

E identify if a traffic law has been violated according to the Texas Transportation Code regarding a driving situation; and D.14.E

F identify the regulations relating to arrest, charging procedures, notices, and promises to appear. D.14.F

G The student employs procedures to protect, document, and process a crime scene. The student is expected to: D.14.G

H demonstrate how to lift and preserve developed latent prints from a simulated crime scene; and D.14.H

I demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation. D.14.I

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15 The student demonstrates and applies a working knowledge of the detection, apprehension, and arrest of an intoxicated driver. The student is expected to: D.15

A explain the laws related to driving while intoxicated and related offenses; and D.15.A

B discuss the development of "reasonable suspicion" for the intoxicated driver stop and temporary detention. D.15.B

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16 The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to: D.16

A describe techniques officers can use to safely approach a residence or building; D.16.A

B explain techniques to safely enter and search a residence or building; D.16.B

C demonstrate the correct techniques for entering a doorway and searching a room(s); and D.16.C

D demonstrate methods for clearing buildings or residences and techniques used when suspects are found inside a building or residence. D.16.D