Texas CTE

Law Enforcement II (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)(2) 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: Law Enforcement I. 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: Law Enforcement I. 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 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.** 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

Skip to main content

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 achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:** D.1

- A demonstrate the use of communication skills to evaluate body language, gestures, verbal tone, and inflection; D.1.A
- B apply interpersonal communication skills; D.1.B
- C apply writing skills to facilitate effective field note taking and report writing such as police incident reports; D.1.C
- D create various scenarios that use patrol tactics to effect an arrest; and D.1.D
- E demonstrate appropriate use of law, public safety, corrections, and security terminology. D.1.E

2 **The student uses telecommunications equipment. The student is expected to:** D.2

- A support the use of telecommunication mobile and handheld radio systems and current technology; D.2.A
- B formulate simulated radio communications using phonetic alphabet and common terminology; D.2.B
- C conduct simulated radio and data communications using mobile data computers and handheld radios; D.2.C
- D evaluate safety concerns with the use of telecommunications equipment, including when in the presence of non-first responders and while operating vehicles; D.2.D
- E explain the need of prioritizing calls for service; and D.2.E
- F identify the procedures used during emergency communications incidents such as hostage incidents and active pursuits. D.2.F

3 **The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:** D.3

- A explain the roles of the courtroom work group; D.3.A
- B analyze the importance of reviewing field notes, reports, and evidence prior to pre-trial meeting; D.3.B
- C apply proper explanation for the introduction of evidence for admission into a trial; D.3.C
- D analyze effective courtroom testimony; D.3.D
- E demonstrate an understanding of the importance of professionalism in demeanor and attire as a witness; and D.3.E
- F discuss the importance of a pre-trial meeting with a prosecutor. D.3.F

Skip to main content

4 **The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:** D.4

- A examine interpersonal communication techniques used in law enforcement; D.4.A
- B distinguish between passive, passive-aggressive, aggressive, and assertive behavior; D.4.B
- C discuss strategies for dealing with difficult people; and D.4.C
- D examine factors that contribute to a person's hostility. D.4.D

5 **The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:** D.5

- A demonstrate crisis negotiations to promote the safety of individuals and the general public; D.5.A
- B participate in a simulated scenario as a crisis negotiation team member; D.5.B
- C demonstrate effective communication techniques in a simulated crisis negotiation; D.5.C
- D examine hostage safety considerations during a simulated crisis negotiation; and D.5.D
- E differentiate between public safety and individual rights during crisis negotiation. D.5.E

6 **The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:** D.6

- A demonstrate procedures for advising crime victims' legal recourse; D.6.A
- B explain step-by-step court procedures for suspects, victims, and witnesses entering the system; D.6.B
- 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.6.C
- D define the steps involved in conducting the preliminary investigation of specialized crimes such as hate crimes, bullying, sexual harassment, and terroristic threat; D.6.D
- E analyze the elements of conducting a death notification; and D.6.E
- F interpret legal requirements of law enforcement to victims of crime. D.6.F

7 **The student analyzes procedures and protocols for domestic violence. The student is expected to:** D.7

- A recognize techniques to enforce domestic violence laws; D.7.A
- B diffuse a simulated domestic violence incident; and D.7.B
- C apply laws in making an arrest. D.7.C

Skip to main content

8 The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to: D.8

- A research civil law procedures such as attachment, garnishment, claim, and delivery; D.8.A
- B identify limits on use of force and entry to private property during civil process service; D.8.B
- C differentiate among domestic violence protective orders, no-contact orders, and orders to pick up children; and D.8.C
- D identify requirements for emergency mental health evaluation. D.8.D

9 The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to: D.9

- A explain alcohol and beverage laws and procedures controlling illegal sales and consumption; D.9.A
- B define alcoholic beverages; D.9.B
- C differentiate between legal and illegal alcohol sales; and D.9.C
- D identify circumstances under which alcoholic beverages may be legally consumed. D.9.D

10 The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to: D.10

- 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; D.10.A
- B recognize and interpret indicators of impaired driving; D.10.B
- C describe methods used to detect and apprehend drivers under the influence; and D.10.C
- D prepare evidence and reports required to give court testimony related to driving under the influence. D.10.D

11 The student identifies crowd control methods. The student is expected to: D.11

- A explain the deployment of less-than-lethal and chemical crowd control measures; D.11.A
- 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; D.11.B
- C demonstrate establishing perimeters for crowd control; and D.11.C
- D explain the importance of identifying group leaders, followers, and victims. D.11.D

Skip to main content

12 **The student evaluates situations requiring the use of force. The student is expected to:** D.12

- A demonstrate the use of the force continuum in simulated situations requiring varied degrees of force; D.12.A
- B explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force; D.12.B
- C identify the legal authority for the use of force; D.12.C
- D analyze and evaluate the use of less-than-lethal use of force; and D.12.D
- E analyze and evaluate the use of deadly force. D.12.E

13 **The student describes procedures designed to safely transport a person in custody. The student is expected to:** D.13

- A demonstrate a search of an individual incidental to an arrest; D.13.A
- B demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety; D.13.B
- C demonstrate different methods of restraining a person being transported; and D.13.C
- D discuss transporting non-custodial persons and juveniles. D.13.D

14 **The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:** D.14

- A demonstrate interviewing and interrogation techniques; and D.14.A
- B simulate interviews of rape victims, child witnesses, and child victims. D.14.B

15 **The student investigates and documents a motor vehicle accident. The student is expected to:** D.15

- A record simulated crash scene evidence using standard report procedures; D.15.A
- B analyze simulated crash scene evidence using standard laws, regulations, and procedures; D.15.B
- C perform mathematical calculations using speed, velocity, time, and distance; D.15.C
- D draw scale diagrams of simulated collisions using templates; and D.15.D
- E interpret crash scene evidence. D.15.E

16 **The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:** D.16

- A demonstrate knowledge of the incident command system; D.16.A
- B coordinate with response partners from all levels of government and with the private sector; D.16.B

Skip to main content

C evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning; and D.16.C

D apply Federal Emergency Management Agency Incident Command Structure to a simulated scenario. D.16.D

17 The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to: D.17

A identify and classify hazardous materials; D.17.A

B respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety; D.17.B

C explain procedures for responding to reports of bomb threats and suspicious objects; D.17.C

D conduct a simulated building and property search to locate explosive devices and materials; and D.17.D

E explain procedures for responding to hazardous material incidents. D.17.E

18 The student examines law enforcement functions regarding critical infrastructure protection from potential terrorist and natural disaster threats. The student is expected to: D.18

A analyze critical infrastructure protection techniques; and D.18.A

B develop a plan for protecting a potential target. D.18.B

19 The student explores new and emerging technologies in law enforcement. The student is expected to: D.19

A research new technologies used in law enforcement such as robots to diffuse potential explosives; and D.19.A

B explain the importance of continuing education in law enforcement. D.19.B

20 The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to: D.20

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; D.20.A

B simulate conducting a misdemeanor and a high-risk traffic stop; D.20.B

C analyze pursuit procedures such as incidents involving vehicles, motorcycles, and foot pursuits; D.20.C

D simulate responding to a delayed crime and a crime in progress; D.20.D

E simulate conducting a building search; D.20.E

F simulate conducting an arrest with a warrant or a warrantless arrest; D.20.F

Skip to main content

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; D.20.G

H compare patrol responses when responding to offenses on-view, dispatched calls, and public information requests; and D.20.H

I demonstrate the importance of being safety conscious when in the role of being a first responder. D.20.I

---

21 The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to: D.21

A explore the development of community policing in the United States; D.21.A

B evaluate the role of school resource officers; D.21.B

C evaluate the role of neighborhood service officers; D.21.C

D evaluate the role of crime prevention officers such as McGruff Safe Kids, neighborhood watch programs, store front officers, and citizens on patrol; D.21.D

E evaluate the responsibilities of the public information officer; and D.21.E

F conduct a crime prevention analysis. D.21.F

---

22 The student demonstrates procedures in investigating a crime scene. The student is expected to: D.22

A identify the legal requirements for first responders to enter, remain, release, and return to a crime scene; D.22.A

B demonstrate procedures prior to entering a crime scene and securing a crime scene; D.22.B

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.22.C

D demonstrate procedures for marking and collecting evidence found in a crime scene; D.22.D

E demonstrate procedures for measuring and sketching evidence and important landmarks in a crime scene; D.22.E

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 D.22.F

G demonstrate chain of custody and proper packaging of various types of evidence for transportation. D.22.G