Texas CTE

Law, Public Safety, Corrections, and Security (2010): Grade 10

Adopted 2010

Principles of Law, Public Safety, Corrections, and Security

(1) The student achieves academic knowledge and skills required for a career and postsecondary education opportunities associated with law, public safety, corrections, and security. The student is expected to:

- (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
- (C) apply science knowledge and skills for career and postsecondary education associated with law, public safety, corrections, and security.

(2) The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:

- (A) model effective use of grammar to demonstrate verbal communication skills;
- (B) execute speaking strategies used to communicate specific ideas to various audiences;
- (C) interpret voice quality and delivery to interpret verbal communication; and
- (D) model effective interpersonal skills necessary to communicate with coworkers and the public.

(3) The student formulates ideas, proposals, and solutions to address problems related to law, public safety, corrections, and security in order to ensure effective and efficient delivery of services. The student is expected to:

- (A) use logical constructions to formulate ideas, proposals, and solutions to problems;
- (B) formulate ideas, proposals, and solutions to ensure delivery of services; and
- (C) use critical-thinking skills to solve ethical issues identified in law, public safety, corrections, and security.

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The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:

(A) identify the dangers associated with careers in law, public safety, corrections, and security;

(B) recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment;

(C) discuss methods for safe handling of hazardous materials;

(D) discuss the importance of good health and physical fitness; and

(E) demonstrate first aid and cardiopulmonary resuscitation procedures.

(5) The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a commitment to professional and ethical behavior. The student is expected to:

(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.

(6) The student recognizes the importance of interagency cooperation. The student is expected to:

(A) discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public;

(B) explain 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.

(7) The student understands the historical and philosophical development of criminal law. The student is expected to:

(A) identify the sources and origin of law in the United States;

(B) explain the impact of the United States 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) outline the process by which laws are enacted.

(8) The student identifies the roles of the public safety professional. The student is expected to:

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(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.

(9) The student identifies the roles and functions of court systems. The student is expected to:

(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;

(D) explain pretrial and courtroom procedures; and

(E) identify types of sentencing and sentencing rules.

(10) The student identifies the roles and functions of the correctional system. The student is expected to:

(A) explain career opportunities available in the correctional system, including probation and parole;

(B) explain the duties and responsibilities of correctional officers;

(C) outline 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.

(11) The student identifies the roles and functions of private security systems and agencies. The student is expected to:

(A) explain the career opportunities available in private security;

(B) discuss the history and importance of private security in the United States; and

(C) examine the relationship between private security and public safety agencies.

(12) The student identifies the roles and functions of fire protection services. The student is expected to:

(A) identify the career opportunities in fire protection services;

(B) explain the duties and responsibilities of firefighters;

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(C) recognize the importance of the operation of 911 and computer-aided dispatch systems; and

(D) explain the relationship between police, fire, and emergency medical services.

Law Enforcement I

(1) The student explores the history of law enforcement. The student is expected to:

(A) trace the history of law enforcement from pre-industrial Europe, nineteenth century England, and the United States through contemporary policing in the United States; and

(B) identify core issues in the development of law enforcement such as centralization and authority.

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

(A) relate the meaning of technical concepts and vocabulary associated with law enforcement;

(B) interpret facial expressions, gestures, and body positioning as related to nonverbal communication;

(C) interpret voice quality and delivery such as combination of pitch, tone, and wording;

(D) recognize diversity in culture;

(E) employ active listening skills; and

(F) contribute to group discussions and meetings.

(3) The student uses critical-thinking skills independently and in teams. The student is expected to:

(A) analyze elements of a problem to develop creative solutions; and

(B) use problem-solving methods when developing proposals and solutions.

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

(A) explain the role of the United States 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.

(5) The student explores the United States 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;

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

(C) analyze the similarities, differences, and interactions between state and federal court systems;

(D) illustrate the progression of a case as it moves through local, state, and federal jurisdiction; and

(E) compare the characteristics of civil and criminal court systems.

(6) The student analyzes custody and interrogation as they relate to the United States Supreme court decision in Miranda v. Arizona. The student is expected to:

(A) advise a person of their constitutional rights using the Miranda warning requirements;

(B) explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses; and

(C) conduct a non-custodial and custodial interview.

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

(A) define crime categories and respective punishments;

(B) analyze the elements of criminal acts;

(C) differentiate mala prohibita and mala in se; and

(D) analyze types of criminal defenses.

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

(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 Right Clarification Act of 1997; and

(B) research the state and federal laws related to the witness protection program.

(9) 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.

(10) The student recognizes the signs and symptoms of possible child and geriatric abuse and neglect. The student is expected to:

(A) explain Battered Child Syndrome; and

(B) summarize characteristics found in victims of child and geriatric abuse and neglect.

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(11) The student explains behavioral symptoms of drug users and dangers associated with handling drugs. The student is expected to:

(A) identify current commonly abused drugs in society;

(B) research the effects of substances such as ecstasy, gamma hydroxybutyrate, rohypnol, and ketamine; and

(C) summarize the procedures for handling dangerous and unpredictable drugs such as methamphetamine.

(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:

(A) define community-oriented policing; and

(B) evaluate the skills needed to be a successful community-oriented police officer.

(13) The student uses field note-taking and report-writing skills to complete police incident reports. The student is expected to:

(A) describe the components of a police incident report;

(B) explain why a police incident report is a legal document;

(C) solicit the appropriate information for a police incident report; and

(D) prepare a police report using clear, concise, and legible entries.

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

(A) apply techniques used to assess risk in vehicle stops;

(B) comply with local established policies and procedures;

(C) execute a simulated traffic stop using the seven-step violator contact method; and

(D) execute a simulated felony traffic stop.

(15) The student employs procedures to protect, document, and process a crime scene. The student is expected to:

(A) lift and preserve developed latent prints from a simulated crime scene;

(B) document and protect the crime scene area for further investigation; and

(C) demonstrate crime scene investigation techniques used to collect, protect, and document deoxyribonucleic acid evidence collection in a simulated crime scene.

Court Systems and Practices

(1) The student examines the structure of the legal system in the United States. The student is expected to:

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(A) trace the history, structure, and function of state and federal court systems and criminal procedure;

(B) outline the state court system and the federal court system;

(C) explain how jurisdiction impacts criminal charges and trial proceedings;

(D) explain the purposes of law;

(E) distinguish between constitutional law, case law, statutory law, and administrative law;

(F) identify the differences in processing a misdemeanor and felony case;

(G) describe the impact of the grand jury process on court proceedings;

(H) examine relationship of the United States Constitution and the Bill of Rights upon the court system; and

(I) explore the impact of public opinion and the legislature on the court system in the United States.

(2) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:

(A) explain the roles of professionals such as the police, prosecutor, judge, and criminal defense attorney in the criminal process;

(B) examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter;

(C) analyze the impact of the victim and the defendant upon the courtroom process; and

(D) discuss the dynamics of assembly line justice and discretion found in court proceedings.

(3) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:

(A) use communication skills to evaluate body language, gestures, verbal tone, and inflection;

(B) use interpersonal communication skills; and

(C) use writing skills to facilitate effective field note taking and report writing.

(4) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:

(A) examine the interaction between police and prosecutor in filing complaints and making a decision to charge;

(B) explain pretrial court proceedings such as rules of discovery, challenges to evidence, and the bail process;

(C) distinguish between direct and circumstantial evidence and burden of proof;

(D) explore the impact of pleas and plea bargaining on the trial proceedings;

(E) identify the trial process from pretrial to sentencing;

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(F) evaluate a simulated criminal case; and

(G) conduct a mock trial demonstrating understanding of the criminal trial procedure.

(5) The student explains the structure and provisions of the United States Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:

(A) apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario;

(B) determine if a search initiated in a scenario is proper under the provisions of the Fourth Amendment;

(C) analyze the exclusionary rule and the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court;

(D) explain the impact of the Eighth Amendment on the criminal justice system;

(E) analyze the effect of landmark cases such as Miranda v. Arizona, Weeks v. United States, Mapp v. Ohio, Douglas v. California, and Escobedo v. Illinois on individuals entering the criminal justice system;

(F) describe the due process rights of a criminal suspect in the trial and sentencing process; and

(G) explain the impact of the Fifth and Sixth Amendments on the criminal trial process.

Firefighter I

(1) The student uses communication skills as related to fire management. The student is expected to:

(A) use speech and written communication using equipment and platforms common to fire management services;

(B) use steps involved in using radio communication for fire management;

(C) use the Incident Command System to manage emergencies; and

(D) apply protocols in emergency management response when working at an accident scene.

(2) The student executes safety procedures and protocols associated with fire management services. The student is expected to:

(A) apply local, state, and federal regulations pertaining to safety issues;

(B) apply protocols for handling hazardous material; and

(C) practice personal safety procedures.

(3) The student comprehends the steps to develop an institutional professional growth plan to develop team building and leadership skills common for fire management systems. The student is expected to:

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(A) recognize techniques for functioning within a group environment; and

(B) demonstrate model leadership within fire management.

(4) The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. The student is expected to:

(A) identify the correct laws and rules applicable to basic firefighter certification by the Texas Commission on Fire Protection;

(B) review the requirements for certification as a basic firefighter as stated in the Standards Manual for Fire Protection Personnel;

(C) identify the various levels of firefighter certifications as stated in the Standards Manual for Fire Protection Personnel;

(D) identify the levels of instructor certification by the Texas Commission on Fire Protection and in the Standards Manual for Fire Protection Personnel; and

(E) describe responsibilities of a firefighter as required by the National Fire Protection Agency 1500: Standard on Fire Department Occupational Safety and Health Program.

(5) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:

(A) describe the four products of combustion commonly found in structural fires that create a life hazard;

(B) define terms such as fire, flash point, ignition temperature, fire point, flammable explosive range, boiling point, oxidation, pyrolysis, reducing agent, vaporization, combustion, vapor density, and specific gravity;

(C) describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat;

(D) define fire triangle and fire tetrahedron;

(E) describe examples of heat sources such as chemical, electrical, mechanical, and nuclear;

(F) describe the hazards and the appropriate action to be taken for extinguishment, including ignition, growth, flashover, fully developed, and decay;

(G) explain the special conditions that occur during a fire's growth, including flameover and rollover; thermal layering, and backdraft; and

(H) convert units of heat measurement such as British thermal unit, Fahrenheit, Celsius, and Calorie.

(6) The student describes the methods of heat transfer. The student is expected to:

(A) describe methods of heat transfer such as conduction, convection, and radiation; and

(B) describe examples of heat transfer in fire emergencies such as conduction, convection, and radiation.

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The student analyzes the physical states of matter in which fuels are commonly found. The student is expected to:

(A) describe solid, liquid, and gaseous fuels;

(B) explain specific gravity, vapor density, and the theory of surface-to-mass ratio as related to the combustion process; and

(C) identify narcotic ashphyxiant gases and irritants common in smoke.

(8) The student comprehends the fire extinguishment theory. The student is expected to:

(A) describe the fire extinguishment theory; and

(B) analyze methods of extinguishment such as temperature reduction, fuel removal, oxygen exclusion, and inhibiting chemical reaction.

(9) The student describes the characteristics of water as it relates to fire extinguishing potential. The student is expected to:

(A) describe the physical characteristics of water;

(B) explain the Law of Specific Heat, the Law of Latent Heat, and the Law of Heat Flow; and

(C) compare the advantages and disadvantages of water as an extinguishing agent.

(10) The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:

(A) explain the functions of the respiratory and the cardiovascular systems;

(B) analyze the National Fire Protection Association standards applicable to the self-contained breathing apparatus;

(C) identify the firefighter's physical requirements for wearing a self-contained breathing apparatus;

(D) describe the hazardous environments that require the use of respiratory protection;

(E) identify the types of self-contained breathing apparatus; and

(F) describe the safety features and function of the open circuit self-contained breathing apparatus.

(11) The student demonstrates confidence in performing fire fighting skills while wearing self-contained breathing apparatus. The student is expected to:

(A) identify and describe the safety requirements when using the self-contained breathing apparatus;

(B) describe and demonstrate how to calculate the air supply duration in the cylinder;

(C) describe the safety rules when wearing the self-contained breathing apparatus;

(D) describe the uses and limitations of the self-contained breathing apparatus;

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(E) demonstrate the donning and doffing of the self-contained breathing apparatus while wearing protective clothing;

(F) demonstrate the replacement of an extended cylinder on a self-contained breathing apparatus assembly with a full cylinder;

(G) demonstrate rescue procedures without compromising the rescuer's respiratory protection such as a firefighter with functioning respiratory protection, a firefighter without functioning respiratory protection, and a civilian without respiratory protection;

(H) perform fire fighting skills while wearing the full self-contained breathing apparatus, at a minimum, with the contents of a fully charged cylinder;

(I) demonstrate the use of the self-contained breathing apparatus in conditions of obscured visibility and in a restricted passage; and

(J) demonstrate emergency procedures to be used in the event of failure of the self-contained breathing apparatus.

(12) The student demonstrates inspection, care, and testing procedures for the self-contained breathing apparatus. The student is expected to:

(A) document routine maintenance for the self-contained breathing apparatus; and

(B) describe the repairing and reconditioning, cylinder recharging, and cylinder testing maintenance of a self-contained breathing apparatus.

(13) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:

(A) describe the types of protective clothing;

(B) identify the different articles of structural fire fighting protective equipment and their functions;

(C) demonstrate the proper procedure for inspecting and cleaning personal protective equipment after each use;

(D) describe the limitations of personal protective equipment in providing protection to a firefighter;

(E) explain the physical limitations of a firefighter working in a personal protective ensemble; and

(F) demonstrate the donning and doffing of personal protective equipment such as helmet with eye shield, hood, boots, gloves, protective coat and trousers, self-contained breathing apparatus, personal alert safety system, and eye protection.

(14) The student demonstrates the proper testing and operation of a personal alert safety system device. The student is expected to:

(A) explain the proper operation of a safety device; and

(B) demonstrate the proper testing of a safety device.

(15) The student recognizes all aspects of the fire department organization. The student is expected to:

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(A) describe the organization and structure of a fire department;

(B) explain the firefighter's role as a member of the fire department;

(C) analyze the rules and regulations common to most fire departments;

(D) identify the mission of the fire service and of the local fire department according to the authority having jurisdiction;

(E) describe the function of a standard operating system; and

(F) explain the components of a member assistance program.

(16) The student recognizes common types of accidents and injuries and their causes. The student is expected to:

(A) describe the elements of a personnel accountability system and the application of the system at an incident;

(B) identify potential long-term firefighter health considerations;

(C) identify at least three common types of accidents or injuries such as those occurring at the emergency scene, responding to and returning from calls on fire apparatus, in personal vehicles, at the fire station, at other on-duty locations, and during training; and

(D) demonstrate techniques for action when trapped or disoriented in a fire situation or in a hostile environment.

(17) The student describes the handling of different types of accidents and hazards. The student is expected to:

(A) describe the procedures for terminating utility services to a building;

(B) explain hazards that exist and describe procedures to be used in electrical emergencies;

(C) safely demonstrate ten types of tools used for forcible entry, rescue, and ventilation;

(D) describe safety procedures for fire service lighting equipment such as power supply (portable or mounted), lights, cords, and connectors; and

(E) recognize the procedures for the use of equipment such as seat belts, ear protection, eye protection, and other safety equipment provided for protection while riding on apparatus.

(18) The student identifies safety procedures for ensuring a safe environment. The student is expected to:

(A) identify protective equipment and describe its uses;

(B) recognize traffic and scene control devices;

(C) identify structure fire and roadway emergency scene potential hazards;

(D) describe solutions to mitigate potential hazards; and

(E) describe procedures for safe operation at emergency scenes.