

Course Description and TEKS information

Introduction to Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.

- PIEMS Number: 13029200
- Recommended Resources:
- General Requirements: This course is recommended for students in Grades 9-12.

Units of Study

Unit 1 History and Development of Criminal Law

- (c)(7)(A) identify the sources and origin of law in the United States;
- (c)(7)(B) explain the impact of the United States Constitution and Bill of Rights on criminal law in regard to the rights of citizens;
- (c)(7)(C) differentiate between crimes classified as felonies or misdemeanors and the punishments for each;
- (c)(7)(D) analyze the essential elements and classifications of a crime; and
- (c)(7)(F) outline the process by which laws are enacted.

Unit 2 Law Enforcement

- (c)(2)(A) model effective use of grammar to demonstrate verbal communication skills;
- (c)(2)(B) execute speaking strategies used to communicate specific ideas to various audiences;
- (c)(2)(C) interpret voice quality and delivery to interpret verbal communication;
- (c)(2)(D) model effective interpersonal skills necessary to communicate with coworkers and the public;
- (c)(3)(A) use logical constructions to formulate ideas, proposals, and solutions to problems;
- (c)(3)(B) formulate ideas, proposals, and solutions to ensure delivery of services;
- (c)(3)(C) use critical-thinking skills to solve ethical issues identified in law, public safety, corrections, and security;
- (c)(5)(A) examine real-world situations involving ethical dilemmas and professional conduct;
- (c)(5)(B) explain laws, regulations, and policies that govern professionals;
- (c)(5)(C) recommend a strategy for responding to an unethical or illegal situation;
- (c)(7)(E) identify problems commonly associated with the enforcement of criminal laws;
- (c)(8)(A) identify career opportunities in federal, state, county, and municipal law enforcement agencies;
- (c)(8)(B) identify the education and training required for various levels of law enforcement;
- (c)(8)(C) discuss the history of policing in the United States;
- (c)(8)(D) identify the roles and responsibilities of law enforcement professionals; and
- (c)(8)(E) analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure.

Unit 3 Court Roles, Processes and Procedures

- (c)(9)(A) identify career opportunities in the court systems;
- (c)(9)(B) identify the levels and functions of criminal courts;
- (c)(9)(C) examine the roles of the courtroom work groups such as judges, prosecutors, defense counsel, and bailiffs;
- (c)(9)(D) explain pretrial and courtroom procedures; and
- (c)(9)(E) identify types of sentencing and sentencing rules.

Unit 4 Corrections

- (c)(3)(A) use logical constructions to formulate ideas, proposals, and solutions to problems;
- (c)(3)(B) formulate ideas, proposals, and solutions to ensure delivery of services;
- (c)(3)(C) use critical-thinking skills to solve ethical issues identified in law, public safety, corrections, and security;
- (c)(5)(A) examine real-world situations involving ethical dilemmas and professional conduct;
- (c)(5)(B) explain laws, regulations, and policies that govern professionals;
- (c)(5)(C) recommend a strategy for responding to an unethical or illegal situation;
- (c)(10)(A) explain career opportunities available in the correctional system, including probation and parole;
- (c)(10)(B) explain the duties and responsibilities of correctional officers;
- (c)(10)(C) outline the history of prisons in the United States;
- (c)(10)(D) explain the differences between jails and prisons;
- (c)(10)(E) identify the levels of security in prisons and jails; and
- (c)(10)(F) explain the constitutional rights of inmates in prisons and jails.

Unit 5 Private Security

- (c)(3)(A) use logical constructions to formulate ideas, proposals, and solutions to problems;
- (c)(3)(B) formulate ideas, proposals, and solutions to ensure delivery of services;
- (c)(3)(C) use critical-thinking skills to solve ethical issues identified in law, public safety, corrections, and security;
- (c)(11)(A) explain the career opportunities available in private security;
- (c)(11)(B) discuss the history and importance of private security in the United States; and
- (c)(11)(C) examine the relationship between private security and public safety agencies.

Unit 6 Fire Protection Services

- (c)(3)(A) use logical constructions to formulate ideas, proposals, and solutions to problems;
- (c)(3)(B) formulate ideas, proposals, and solutions to ensure delivery of services;
- (c)(3)(C) use critical-thinking skills to solve ethical issues identified in law, public safety, corrections, and security;
- (c)(8)(F) examine the role of emergency medical services in public safety;
- (c)(12)(A) identify the career opportunities in fire protection services;
- (c)(12)(B) explain the duties and responsibilities of firefighters;

- (c)(12)(C) recognize the importance of the operation of 911 and computer-aided dispatch systems; and
- (c)(12)(D) explain the relationship between police, fire, and emergency medical services.

Unit 7 Interagency Collaboration

- (c)(6)(A) discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public;
- (c)(6)(B) explain the roles and responsibilities of first responders;
- (c)(6)(C) identify jurisdictional problems that may arise as multiple agencies work together; and
- (c)(6)(D) differentiate the roles of private security and public law enforcement agencies.

Unit 8 Personal and Work Related Health, Safety and Ethics

- (c)(4)(A) identify the dangers associated with careers in law, public safety, corrections, and security;
- (c)(4)(B) recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment;
- (c)(4)(C) discuss methods for safe handling of hazardous materials;
- (c)(4)(D) discuss the importance of good health and physical fitness;
- (c)(4)(E) demonstrate first aid and cardiopulmonary resuscitation procedures; and
- (c)(8)(G) identify how public safety professionals manage the stress related to these jobs.

Unit 9 High School and Beyond

- (c)(1)(A) apply English language arts knowledge and skills required for career and postsecondary education opportunities;
- (c)(1)(B) apply mathematics knowledge and skills required for career and postsecondary education opportunities; and
- (c)(1)(C) apply science knowledge and skills for career and postsecondary education associated with law, public safety, corrections, and security.