

Course Description

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

- PIEMS Number: 13029300
- General Requirements: This course is recommended for students in Grades 10-12.

Unit 1 History

A. The student is expected to:

- (c)(1)(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
- (c)(1)(B) identify core issues in the development of law enforcement such as centralization and authority.

Unit 2 Code of Ethics

A. The student is expected to:

- (c)(4)(A) explain the role of the United States Constitution in relation to the development and implementation of law enforcement;
- (c)(4)(B) evaluate individual ethical behavior standards;
- (c)(4)(C) analyze legal and ethical behavior standards protecting citizens' constitutional rights;
- (c)(4)(D) demonstrate strategies to enhance public trust; and
- (c)(4)(E) explain the mission of law enforcement in protecting a democratic society.

Unit 3 United States Legal Systems

A. The student is expected to:

- (c)(5)(A) explain how citizens are protected by constitutional laws of local, state, and federal courts;
- (c)(5)(B) analyze the impact of Supreme Court decisions such as *Mapp v. Ohio*, *Terry v. Ohio*, and *Tennessee v. Garner*;
- (c)(5)(C) analyze the similarities, differences, and interactions between state and federal court systems;
- (c)(5)(D) illustrate the progression of a case as it moves through local, state, and federal jurisdiction; and
- (c)(5)(E) compare the characteristics of civil and criminal court systems.

Unit 4 Community-Oriented Policing

A. The student is expected to:

- (c)(12)(A) define community-oriented policing; and
- (c)(12)(B) evaluate the skills needed to be a successful community-oriented police officer.

Unit 5 Arrest

A. The student is expected to:

- (c)(6)(A) advise a person of their constitutional rights using the Miranda warning requirements;
- (c)(6)(B) explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses;
- (c)(6)(C) conduct a non-custodial and custodial interview.

Unit 6 Crime and Punishment

A. The student is expected to:

- (c)(7)(A) define crime categories and respective punishments;
- (c)(7)(B) analyze the elements of criminal acts;
- (c)(7)(C) differentiate mala prohibita and mala in se; and
- (c)(7)(D) analyze types of criminal defenses.

Unit 7 Victims' Rights

A. The student is expected to:

- (c)(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 Right Clarification Act of 1997; and
- (c)(8)(B) research the state and federal laws related to the witness protection program.

Unit 8 Interview and Interrogation

A. The student is expected to:

- (c)(2)(A) relate the meaning of technical concepts and vocabulary associated with law enforcement;
- (c)(2)(B) interpret facial expressions, gestures, and body positioning as related to nonverbal communication;
- (c)(2)(C) interpret voice quality and delivery such as combination of pitch, tone, and wording;

- (c)(2)(D) recognize diversity in culture;
- (c)(2)(E) employ active listening skills; and
- (c)(2)(F) contribute to group discussions and meetings.

Unit 9 Juvenile Law

A. The student is expected to:

- (c)(9)(A) discuss juvenile law as it relates to the steps in processing status offenses of juveniles; and
- (c)(9)(B) demonstrate the procedure for holding conferences with juveniles and parents or guardians.

Unit 10 Child/Elderly Abuse

A. The student is expected to:

- (c)(10)(A) explain Battered Child Syndrome; and
- (c)(10)(B) summarize characteristics found in victims of child and geriatric abuse and neglect.

Unit 11 Substance Abuse

A. The student is expected to:

- (c)(11)(A) identify current commonly abused drugs in society;
- (c)(11)(B) research the effects of substances such as ecstasy, gamma hydroxybutyrate, rohypnol, and ketamine; and
- (c)(11)(C) summarize the procedures for handling dangerous and unpredictable drugs such as methamphetamine.

Unit 12 Traffic Stops

A. The student is expected to:

- (c)(14)(A) apply techniques used to assess risk in vehicle stops;
- (c)(14)(B) comply with local established policies and procedures;
- (c)(14)(C) execute a simulated traffic stop using the seven-step violator contact method; and
- (c)(14)(D) execute a simulated felony traffic stop.

Unit 13 Technical Report Writing

A. The student is expected to:

- (c)(13)(A) describe the components of a police incident report;

- (c)(13)(B) explain why a police incident report is a legal document;
- (c)(13)(C) solicit the appropriate information for a police incident report; and
- (c)(13)(D) prepare a police report using clear, concise, and legible entries.

Unit 14 Crime Scene Search

A. The student is expected to:

- (c)(15)(A) lift and preserve developed latent prints from a simulated crime scene;
- (c)(15)(B) document and protect the crime scene area for further investigation; and
- (c)(15)(C) demonstrate crime scene investigation techniques used to collect, protect, and document deoxyribonucleic acid evidence collection in a simulated crime scene.

Unit 15 Critical Issues

A. The student is expected to:

- (c)(3)(A) analyze elements of a problem to develop creative solutions; and
- (c)(3)(B) use problem-solving methods when developing proposals and solutions.