

MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

1. **COURSE TITLE:** Introduction to Law Enforcement – P.C. 832 (ROP)

2. **CBEDS TITLE:** Law Enforcement

3. **CBEDS NUMBER:** 5847

4. **JOB TITLES:** **Federal and state law enforcement agencies**
Municipal Police
County Sheriffs
Correctional Officers
Private Investigators
Private Sector/Security Guards
Dispatchers- Emergency Medical Services
Military Personnel/Police
Executive Protection Agents

5. **COURSE DESCRIPTION:**

This course will acquaint the high school student with all aspects of our criminal justice system, which will include the history, roles, process theories, and man other aspects of that system? Other course topics will include: Professional orientation, ethics, introduction to criminal law with particular attentions paid to Laws of Arrest, evidence, search and seizure, investigations, community relations, verbal and written communication, arrest techniques, cultural diversity and discrimination, use of force, arrest techniques, and real life scenario evaluations. The students will receive First Aid /CPR certifications during this course.

6. **HOURS:** up to 180 hours

7. **PREREQUISITES:**

8. **REVISION DATE:** **January 6, 2009**

9. COURSE OUTLINE:

a. CONTENT AREA SKILLS:

- i. EXPECTED STUDENT OUTCOMES**
- ii. HOURS OF INSTRUCTION**

COURSE OUTLINE

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL	CC	CP
		CL = Classroom CC = Comm. Class. CP = Co-op Ed.		
Instruction will include:	Student will be able to:			
1. LD #1 (Professionalism & Ethics)	<ol style="list-style-type: none"> 1. Define Professionalism, ethics, values, morals and principals and how they play a part of today's law enforcement officer. 2. Understand a police officer's ethical obligation and the consequences for undesired behavior. 	15		
2. LD #2 (Criminal Justice System)	<ol style="list-style-type: none"> 1. Be aware of the constitutional rights of all individuals and the role of the criminal justice system in protecting those rights. 2. Understand the bill of rights, specifically the First, Fourth, Six, Eight and Fourteenth Amendments. 3. Recall the three components of the criminal justice system. 4. Understand the different functions of Federal, state and Local law enforcement duties. 	15		
3. LD #3 (Community Relations) PART 1	<ol style="list-style-type: none"> 1. Understand the Judicial System and the responsibilities. 2. Explain and understand the steps from Arrest to sentencing in a criminal trial. 3. Differentiate between parole and probation. 4. Understand the function of the California Department of Corrections. 	15		
4. LD #3 (Community Relations) PART 2	<ol style="list-style-type: none"> 1. Identify the roles and responsibilities of a peace officer in the community. 2. Recognize community expectations of law enforcement. 3. Law enforcement expectations of peace officer. 4. Communications skills 5. COPPS 	15		

5. LD #5 (Introduction to Criminal Law) PART 1	<ol style="list-style-type: none"> 1. Origins of the law; Constitution (state vs. Federal) and current law. 2. Distinctions in the law; letter of the law vs. spirit of the law, criminal and civil war. 	20		
6. LD #5 (Introduction to Criminal Law) PART 2	<ol style="list-style-type: none"> 1. Understand crime and punishment, elements of a crime and an attempt to commit a crime. 2. Understand the criminal prosecution procedures, classification of crimes, identify principals, accessories and accomplices to a crime identify people who are incapable of committing a crime and common defenses to criminal liability. 	20		
7. LD #15 (Laws of Arrest) PART 1	<ol style="list-style-type: none"> 1. Understand and explain the Bill of Rights, specifically the First , Fourth, Fifth , Sixth and Fourteenth Amendments. 2. Understand civil rights violations and the consequences for violating them. 	12	8	
8. LD # 15 (Laws and Arrest) PART 2	<ol style="list-style-type: none"> 1. Understand the differences to consensual encounters, detention and arrest. 2. Explain the importance of the Miranda warnings and when they are needed. 	12	8	
9. LD # 16 (Laws of search & Seizure) PART 1	<ol style="list-style-type: none"> 1. Understand the Fourth Amendment protection, reasonable expectation of privacy and probable cause to search. 2. Introduction to warrant searches, Probable cause to search, affidavits in support of warrant searches, execution of a search warrant. 3. Identify when you can warrant less arrest and search of a person and his/her s property. 	12	8	
10. LD # 16 (Laws search & seizure) PART 2	<ol style="list-style-type: none"> 1. Identify individual requirements to affect a search of a motor vehicle. 2. Understand the warrant requirement for bodily intrusion search and seizures. 3. Understand the importance of in-field line ups, photographic spreads and custodial line ups. 	20		
		156	24	

TOTAL: 180 Hours

9 COURSE OUTLINE:

b) CAREER PERFORMANCE STANDARDS

i) EXPECTED STUDENT OUTCOMES

ii) HOURS OF INSTRUCTION

COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>1. Personal Skills</p> <ul style="list-style-type: none"> ▪ Classroom policies & procedures ▪ Ethics <ul style="list-style-type: none"> → Work → Business ▪ Sexual harassment laws ▪ Personal skills, including positive attitude, self-confident, honesty, perseverance & self-discipline ▪ Professional appearance ▪ Time management ▪ Lifelong learning 	<p>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, & other positive traits affect employability.</p> <ul style="list-style-type: none"> ▪ Demonstrate and understand classroom policies & procedures ▪ Define work and business ethics & demonstrate the importance of ethical standards & social responsibilities in the business environment. ▪ Discuss the laws applicable to sexual harassment & discuss tactics for handling harassment situations. ▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> → Positive attitude → Self-confidence → Honesty → Perseverance → Self-discipline ▪ Demonstrate and model personal hygiene and acceptable professional attire ▪ Prioritize tasks and meet deadlines ▪ Explain the importance of lifelong learning 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Group dynamics ▪ Conflict resolution and negotiation ▪ Team work ▪ Etiquette across gender and cultural groups 	<p>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ul style="list-style-type: none"> ▪ Identify and explain the key concepts of group dynamics ▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment ▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles ▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups 	<p>Integrated in content area skills</p>
<p>3. Thinking and Problem-Solving Skills</p> <ul style="list-style-type: none"> ▪ Critical and creative thinking skills ▪ Logical reasoning and problem-solving skills ▪ Numerical estimation, measurement, and calculation ▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions 	<p>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</p> <ul style="list-style-type: none"> ▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed ▪ Demonstrate logical reasoning and problem solving skills in a work environment ▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> → Whole number math → Decimals & fractions → Counting & monetary functions → Use of tables & graphs ▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>4. Communication Skills</p> <ul style="list-style-type: none"> ▪ Written communications ▪ Verbal and Nonverbal communications ▪ Active and effective listening ▪ Proper etiquette in business communications ▪ Writing and editing skills ▪ Use of reference material and handbooks ▪ Oral presentations 	<p>4. Understand principles of effective communication.</p> <ul style="list-style-type: none"> ▪ Read and implement written instructions, technical manuals, written communication, and reference books ▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods ▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback ▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones) ▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> → Use correct grammar, punctuation, capitalization, vocabulary and spelling → Write, proofread and edit → Select and use appropriate forms of communication ▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks 	<p>Integrated in content area skills</p>
<p>5. Occupational Safety</p> <ul style="list-style-type: none"> ▪ Good safety practices 	<p>5. Understand occupational safety issues, including avoidance of physical hazards</p> <ul style="list-style-type: none"> ▪ Model and implement good safety practices including: <ul style="list-style-type: none"> → Avoidance and reporting of physical hazards in the work environment → Safe operation of equipment → Proper handling of hazardous materials 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>6. Employment Literacy</p> <ul style="list-style-type: none"> ▪ Expand awareness of career opportunities ▪ Set employment goals and objectives ▪ Aptitudes, personal characteristics and interests ▪ Develop portfolio to C-TAP standards ▪ Develop interviewing techniques 	<p>6. Understand career paths and strategies for obtaining employment.</p> <ul style="list-style-type: none"> ▪ Explore career opportunities and develop a career plan ▪ Identify steps for setting goals and writing personal goals and objectives ▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities ▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> → Letter of Introduction → Cover letter → Resume → Thank you letter → Job application → Licenses, Certificates and Awards → Transcripts → Letters of Recommendation → Work Samples 	<p>Integrated in content area skills</p>
<p>7. Technology Literacy</p> <ul style="list-style-type: none"> ▪ Apply Industry specific technology ▪ Use Industry specific software ▪ Demonstrate Keyboarding ▪ Accessing information ▪ Lifelong enhancement of technology skills 	<p>7. Understand and adapt to changing technology.</p> <ul style="list-style-type: none"> ▪ Identify and demonstrate use of appropriate technology ▪ Identify and use industry specific software ▪ Demonstrate proficiency in alphanumeric keyboarding ▪ Input and retrieve information ▪ Understand the importance of lifelong learning in adapting to changing technology 	<p>Integrated in content area skills</p>

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

a. ARTICULATION:

b. VOCATIONAL CREDIT:

c. ACADEMIC CREDIT:

d. INSTRUCTIONAL STRATEGIES:

e. INSTRUCTIONAL MATERIALS:

f. CERTIFICATES: