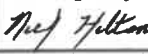




Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">RCOE Law Enforcement Principles & Practices</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">CTE Law Enforcement P&P</div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No PATHWAY: Public Safety INTRODUCTION	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">108321/108322</div> (To be assigned by Educational Services)	Credentials Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Designated Subject: Career Technical: Public Services</i> </div> To be completed by Human Resources only.	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> DocuSigned by:  3/12/2021 </div> <small>DOFF5000E</small> Signature Date	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Dian Martin Site: Educational Services Date: 03/02/2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/16/21
Asst. Superintendent of Educational Services		2/17/21
Governing Board		



Riverside County Office of Education – Career Technical Education

RCOE LAW ENFORCEMENT PRINCIPLES AND PRACTICES

DATE:

INDUSTRY SECTOR: Public Services Sector

PATHWAY: Public Safety

CALPADS TITLE: Introduction to Public Safety (Introduction)

CALPADS CODE: 8410

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Police Patrol Officers	33-3051.01	Fish and Game Wardens	33-3031.00
Parking Enforcement Workers	33-3041.00	Court Clerks	43-4031.01

COURSE DESCRIPTION:

This course is designed to give students interested in a career in Law Enforcement an opportunity to learn about various aspects of police work and the career avenues available. Among units to be covered are patrol procedures, ethics, vehicle codes, communications systems, physical training, safety, narcotics, gang awareness, penal codes, criminal laws. This course covers the constitutional amendments important to rules of arrest and search and seizure.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT:

College	Course Code
Mount San Jacinto College	AJ102 Introduction to Law Enforcement

PREREQUISITES:

Prerequisite
None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Introduction to Policing John S. Dempsey Linda S. Forst Delmar Cengage Learning 8th Edition

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Introductory	RCOE Law Enforcement Principles and Practices
10, 11, 12			• •	Concentrator	RCOE Forensics and Crime Scene Investigation
11, 12			• •	Capstone	RCOE Exploring Criminal Justice

I.	UNIT 1: INTRODUCTION TO LAW ENFORCEMENT	CR	Lab/ CC	Standards
	<p>This unit will provide the student with a thorough overview of the 18th and 19th century of law enforcement in the United States and England. This will include a review of various law enforcement roles and responsibilities. Students will thoroughly discuss and understand the many steps in the application process to become employed within this industry. This will include the disqualifying decisions some interested in a law enforcement career may make before becoming an applicant. Amendments of the Constitution which direct how an officer carries out their duties and the impact of case law, or court made law and current cases will be discussed utilizing actual court cases.</p> <p>Key Assignment:</p> <p>Students will research the 18th and 19th century policing in both England and the United States using the Internet, authoritative print, and digital sources using advanced searches effectively. Students will pair up and create a Google slide document describing these periods of policing. Google slides will include the following: a central question, pictures, graphs, resources, and short videos. Students will present their Google slides to the class.</p> <p>Reading / Writing Component</p> <p>Following the reading from Chapter One; An Introduction to Policing students will develop two topics from the eighteenth and nineteenth century policing in England and the policing of today. They will provide significant and relevant facts, concrete details, and quotations. They will gather relevant information from digital sources and text and write a 3-4 page narrative of the development of the events using effective, well -structured event sequences. They will provide resources following the APA style format.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
II.	UNIT 2: ORGANIZATION OF POLICE DEPARTMENTS	CR	Lab/ CC	Standards
	<p>Students will understand the application process for various law enforcement agencies which include federal, state, local, and the private sector. The various written and physical hiring tests will be discussed along with life-long health and fitness related to physical and mental health. The promotional process along with educational opportunities and requirements will be discussed. The background investigation process will be analyzed and discussed in relation to the various information that will be revealed during the background process.</p> <p>Key Assignment:</p> <p>Students will research the organizational charts of local, state and federal law enforcement agencies and determine the common ranks and their responsibilities within the department. Using a presentation display (posted charts), students will create organizational charts for each profession and discuss what is needed to qualify for that area. Students will create a short video which discusses the standards in police selection and the selection process.</p> <p>The students will analyze the various organizational charts displayed. The students will compare all of the different agencies hiring standards, as well as, the hiring process. The students will create a short video that portrays all of the various steps in the hiring process. In addition, students will research the current labor market for the industry sector and identify careers with a bright outlook and growth anticipated in the next 5 years.</p> <p>Reading / Writing Component</p> <p>After reading selected portions of chapters 1- 4 in the textbook, job descriptions, hand-outs, and researching all of the posted organizational charts, the individual student will focus on one career in the public service industry sector and write an informational essay about why they chose that particular profession. The student will include in the essay key facts, resources, statistics,</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>

	information related to the position requirements, and what they think is the benefits of the chosen career to their personal life. The student will also include a concluding statement/paragraph supporting why the profession will be viable in the 21st century. Students will also create sample interview questions of what might be presented in an actual interview for the selected career. Using the sample interview questions, students will participate in a staged mock interview for the various positions found in law enforcement agencies.			
III.	UNIT 3: ETHICS AND CASE LAW	CR	Lab/ CC	Standards
	<p>Students will be exposed to the ethical and legal responsibilities related to use of force incidents, pursuit policies, accepting of gratuities, evidence preservation responsibilities, responsibility related to deadly force, and professionalism in dealing with the public.</p> <p>Key Assignment:</p> <p>1. Students will research and read a case law or an ethics issue of their choice. Based on the subject chosen, students will create and act out a scenario related to the subject. The scenario will be acted out in front of the class and student actors will present the elements of the scenario, crime, and or ethical issue related to the case law. The class will then do a peer-reviewed evaluation and provide justification.</p> <p>2. Students will view a video clip of "Dirty Harry" and discuss in a Socratic style the moral dilemma faced by law enforcement officers. Students compare and contrast the spirit of the law and the letter of the law. After watching the video, the students will create a poster board with examples that illustrate their understanding of the differences between spirit and letter of the law.</p> <p>Reading / Writing Component</p> <p>The students will read 10 selected digital case laws. The student will choose a case law from the 10 resources to read and will work in groups using Google docs and will write a short script related to the case law. The script will be written in a rough draft, revised, edited format, and final version process. The script will be provided to the rest of the class for additional reading prior to the group acting out the scenario. The class will provide in a constructive manner a peer review of the written script and provide written feedback in a short paragraph format. The peer review written response will include feedback in a positive and constructive manner.</p> <p>After acting out of the scenario related to the case law, the class will write a reflective four-page essay on what they learned, what they found interesting, what the key facts of the case law presented were, and how the case law issue is relevant to them.</p> <p>While viewing the "Dirty Harry" video, the student will record key facts related to what they are observing in the video. The student will create 15 multiple choice questions with A, B, C, D options for answers. The student will also write a two-page reflective opinion essay on their thoughts of the video. The student will share this essay using Google docs; peers will do a peer-edit of the document and provide feedback to the author.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
IV.	UNIT 4: PROFESSIONAL LEADERSHIP IN THE 21ST CENTURY	CR	Lab/ CC	Standards
	<p>Students will be exposed to different styles of leadership methods/styles based on research done on famous leaders from influential law enforcement, business, military, and other industry professionals. Examples and class projects related to teamwork will also be presented to help the students understand the importance of leadership and teamwork in the law enforcement industry.</p> <p>Key Assignment:</p> <p>Students will research two leaders; one female and one male. Students will create a Google Slides presentation and present to the class on the two</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>

	different leaders. Within the presentation, students will identify accomplishments, the era of time, challenges they had, and where the person was from. Students will also state the type of leadership they identify with. Students will create interview questions for the leader in a simulated interview (should they have actually had the ability to interview that person) regardless if the leader is from the eighteenth century (example what questions would you ask Sir Robert Peel or Martin Luther King).			
V.	UNIT 5: COMMUNITY ORIENTED POLICING IN THE 21ST CENTURY	CR	Lab/ CC	Standards
	Students will be exposed, via textbooks, media presentations, case scenarios, and guest speakers to the meaning of the community policing models, the importance of community relations, problem-oriented policing, human relations, resources for the public services officers, resources for the community, and historical issues with minority populations. Key Assignment: Students will use the project-based learning model and identify the significant problem in their immediate community such as drunk driving, homelessness, and drug addiction. Once identified, students will develop a needs assessment, resource assessment, method to deal with the problem, and evaluation of the progress. Students will create a presentation and a hypothetical scenario to explain each step. Students will create a public service video announcement to coincide with this project.	10	10	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway: C1.1
VI.	UNIT 6: POLICE CULTURE, STRESS, AND USE OF FORCE	CR	Lab/ CC	Standards
	Students will be instructed in the Use of Force Continuum in relation to the proper escalation of force related to the situation, proper reporting of use of force incidents, department policy and procedures related to use of force, different tools available to law enforcement related to use of force, case law related to use of force incidents, and use of force investigations. Key Assignment: Students will learn via textbook, media presentations, and hand-outs about the case law related to the use of force in "Tennessee vs. Gardner" and Rodney King. Students will participate in the role of the Police Officer in a physical confrontation of fighting a suspect who is portrayed by being dressed in a "Redman Suit." The police officer, using the training police baton, will demonstrate aggressive self-defense tactics while directing the "Redman" in adhering to the verbal orders. Based on the Redman's actions, students will determine the action of the Police Officer. The role play will be recorded through the use of a GoPro. Through a whole class discussion, the students will view the recording of the Redman scenario and determine which actions were within the law and which were not on the part of the officer.	15	15	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway: C1.1
VII.	UNIT 7: POLICE OPERATIONS AND INVESTIGATIONS	CR	Lab/ CC	Standards
	Students will be introduced to the general duties of a patrol officer. This will include a study of a field training manual, agency rules, and regulations, policy manuals, responding to calls for service, geographic orientation, common penal and vehicle code sections, patrol beat orientation, community perception of law enforcement officers, emergency vehicle operations and other common patrol procedures. Students will be instructed in the different steps of a criminal investigation to include what constitutes a crime scene, violations of the law, conducting follow-up, different ways of identifying suspects, forensics at the scene, proper evidence handling procedures, conducting interviews, Miranda laws, the study of case law and court decisions. Key Assignment: Students will develop, plan, and stage a crime scene scenario. Part of this process will include organizing and delegating duties within a group. The	15	15	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway: C1.1

	student will use deductive and inductive reasoning related to the evidence needed for the scenario. A separate set of students will act out the investigation of the crime scene scenario where they will be required to photograph, collect, and document evidence of the crime scene. The crime scene scenario will include at least two specialties which may be soil samples, trace analyzes, handwriting analyzes or blood spatter analyzes. Through the process, students will also create an interrogation and interview scenario to be used in the questioning of the suspect and witnesses.			
VIII.	UNIT 8: CRIMINAL JUSTICE CAREER PLANNING	CR	Lab/ CC	Standards
	<p>Students will be introduced to the federal law enforcement system to include the Department of Homeland Security, FBI, ATF, DEA, Border Patrol, Immigration and Customs Enforcement, and other federal agencies. The type of law enforcement that these agencies engage in, along with overseas assignments and opportunities will be discussed. The difference between the local, state and federal laws will be explored.</p> <p>Key Assignment:</p> <p>Students will identify a police agency with which they may want to work. Students will research, using various websites, each possible career area within the agency and develop a list of education and essential skills required to apply for such a position and note reasons they would want to work for that agency. They will present their findings through the media of their choice, as well as submit a portfolio including work samples.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
IX.	COURSE NOTES:	CR	Lab/ CC	Standards
	<p>Course Notes:</p> <p>Completed by ASG</p> <p>3/26/19 – Added to CTE shared drive – John Bruestle</p> <p>2/11/20 – Program of study and course type changed to align with Murrieta and Perris USD's pathways.</p>	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>

Entered by:

District: Riverside County Office of Education
Contact: Abel Gonzalez, CTE TOSA
Phone: 951-826-6801
Email: rcoecte@rcoe.us