2022 Law Enforcement

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Acknowledgments

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Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Standards

Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE law enforcement curriculum is aligned to the following standard:

Board on Law Enforcement Officer Standards and Training (BLEOST)
The BLEOST manual establishes policies and procedures governing the standards to be used by accredited training academies in determining what constitutes successful completion of the Basic Law Enforcement Training Program. Reprinted with permission, 2019.
https://www.dps.ms.gov/public-safety-planning/standards-and-training/BLEOST

National Emergency Medical Services (EMS) Educational Standards
Reprinted with permission, 2010. U.S. Department of Transportation. (2021). National EMS Educational Standards. Washington, D.C.: Author.
https://naemse.org/page/Standards

International Society for Technology in Education Standards (ISTE)
Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE.
iste.org

College- and Career-Readiness Standards
College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.
mdek12.org/oae/college-and-career-readiness-standards

Framework for 21st Century Learning
In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills *21 Framework Definitions* (2019).
battelleforkids.org/networks/p21/frameworks-resources

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Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

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Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning
Program resources can be found at the RCU's website, rcu.msstate.edu.
Learning Management System: An Online Resource
Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

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Executive Summary

Pathway Description

Law enforcement is a pathway in the law, public safety, corrections, and security career cluster. It is a two-year high school program designed to include classroom and hands-on experiences to prepare students for employment or continuing education in the law enforcement field. Over the course of study, students will gain in-depth knowledge of local, state, and federal law enforcement functions from an historical and organizational point of view. Emphasis is also placed on the U.S. legal system and constitutional and criminal law. Students will also gain an understanding of the ethical and legal responsibilities of law enforcement officers and their roles. Instructional strategies and activities implemented through the course of study align to the BLEOST and the National EMS Education Standards.

College, Career, and Certifications

Industry standards integrated throughout the law enforcement curriculum are based on guidelines recommended by the BLEOST and the National EMS Education Standards. The BLEOST and the National EMS Education Standards are nationally recognized and embraced by all stakeholders in the law enforcement industry.

There are three certifications associated with this curriculum. Students will be adequately prepared to meet the requirements of each.

- Federal Emergency Management Agency (FEMA) National Incident Management System (NIMS)—measures incident-management competence
- Community Emergency Response Teams (CERT)—educates participants about disaster preparedness
- Presidential Youth Fitness Program—measures physical fitness through benchmarks; students must score at or above 85th percentile on all required activities

The curriculum prepares students who complete the law enforcement program and graduate from high school to enter the workforce or continue education at a postsecondary institution and then enter the workforce. Students who choose to enter the workforce after graduation from high school have the opportunity to apply to a law enforcement training academy. Students who choose to attend a postsecondary institution may enter a criminal justice program followed by entry into the workforce or a training academy.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as a 10th grade. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. This is a hands-on, lab- or shop-based course. Therefore, a maximum of 15 students is recommended per class with only one class with the teacher at a time.

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Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
3. Instructor approval and TABE reading score (eighth grade or higher)

        or

1. TABE reading and math score (eighth grade or higher)
2. Instructor approval

        or

1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at
rcu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at
mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at
mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

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Course Outlines

Option 1 – Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses that should be completed in the following sequence:

1. **Fundamentals of Law Enforcement—Course Code: 990135**
2. **Theory of Law Enforcement—Course Code: 990130**
3. **Application of Law Enforcement—Course Code: 990125**
4. **Advanced Law Enforcement—Course Code: 990120**

Course Description: Fundamentals of Law Enforcement
This course is designed to provide students with the foundational principles of law enforcement, including the physical requirements for careers in the field. Students will examine the roles and responsibilities of police, courts, corrections, and protective agencies of fire and emergency services. In addition, this course will cover the basic concepts of criminal and civil law and the interrelationship between different branches of government and its agencies.

Course Description: Theory of Law Enforcement
This course emphasizes the legal responsibilities and challenges of patrol operations. The content covered in this course will include the various methods of policing and the basic day-to-day operations such as report writing, routine incident and emergency response, and investigative practices.

Course Description: Application of Law Enforcement
This course focuses on the statutory rules and regulations related to the development and protection of various branches of law enforcement. A focus on the unique aspects of the juvenile justice system will be covered as well. Additionally, students will learn the appropriate and legal response to crimes according to laws and regulations.

Course Description: Advanced Law Enforcement
This course emphasizes advanced patrol operations such as arrests, use of force, and firearm safety. Students will learn concepts of law related to citizens' rights, conflict resolution, ethics, CERT training, and terrorism.

Fundamentals of Law Enforcement—Course Code: 990135

Unit	Unit Name	Hours
1	Program Orientation	30
2	Health and Physical Fitness	50
3	Law Enforcement	60
Total		140

Theory of Law Enforcement—Course Code: 990130

Unit	Unit Title	Hours
4	Criminal Law and Procedures	50
5	Basic Patrol Operations	45
6	Vehicle Law and Enforcement	45
Total		140

Application of Law Enforcement—Course Code: 990125

Unit	Unit Title	Hours
7	Safety and Orientation	40
8	Investigative Practices	50
9	Search and Seizure	50
Total		140

Advanced Law Enforcement—Course Code: 990120

Unit	Unit Title	Hours
10	Arrests, Restraints, and Use of Force	50
11	Firearm Safety and Operation	45
12	Drugs and Alcohol	45
Total		140

Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses that should be completed in the following sequence:

1. **Law Enforcement I—Course Code: 990110**
2. **Law Enforcement II—Course Code: 990115**

Course Description: Law Enforcement I
This course is designed to provide students with the foundational principles of law enforcement, including the physical requirements for careers in the field. Students will examine the roles and responsibilities of police, courts, corrections, and protective agencies of fire and emergency services. In addition, this course will cover the basic concepts of criminal and civil law and the interrelationship between different branches of government and its agencies. This course emphasizes the legal responsibilities and challenges of patrol operations. The content covered in this course will include the various methods of policing and the basic day-to-day operations such as report writing, routine incident and emergency response, and investigative practices.

Course Description: Law Enforcement II
This course focuses on the statutory rules and regulations related to the development and protection of various branches of law as well as the unique aspects of the juvenile justice system. Additionally, students will learn the appropriate and legal response to crimes according to laws and regulations. This course emphasizes advanced patrol operations such as arrests, use of force, and firearm safety. Students will learn concepts of law related to citizens' rights, conflict resolution, ethics, CERT training, and terrorism.

Law Enforcement I—Course Code: 990110

Unit	Unit Title	Hours
1	Program Orientation	20
2	Health and Physical Fitness	50
3	Law Enforcement	55
4	Criminal Law and Procedures	55
5	Basic Patrol Operations	50
6	Vehicle Law and Enforcement	50
Total		280

Law Enforcement II—Course Code: 990115

Unit	Unit Title	Hours
7	Safety and Orientation	35
8	Investigative Practices	50
9	Search and Seizure	50
10	Arrests, Restraints, and Use of Force	55
11	Firearm Safety and Operations	45
12	Drugs and Alcohol	45
Total		280

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Career Pathway Outlook

Overview

Law enforcement is included among the protective service occupations that focus on the protection of lives and property. Entry-level law enforcement occupations require at least a high school diploma or equivalent. Careers with the highest earning potential—detectives and federal agents, for example—usually require advanced degrees. Employment in the field most often requires successful completion of a training academy. However, law enforcement occupations typically provide on-the-job training. According to the U.S. Bureau of Labor Statistics, employment in law enforcement occupations is projected to grow 4.5%, which is an increase from 3.4 million to 3.6 million jobs. Of these jobs, 4 out of 5 are expected to include the following positions: security guards, police and sheriff's patrol officers, and correctional officers and jailers. The employment of police and detectives is expected to grow faster than the average for all occupations at 5% from 2019 to 2029.

Needs of the Future Workforce

Data for law enforcement opportunities in Mississippi, compiled from the Mississippi Department of Employment Security, is listed below.

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2016	Projected Jobs, 2026	Change (Number)	Change (Percent)	Average Hourly Earnings, Year
Correctional Officers and Jailers	5,480	5,050	(403)	(7.9%)	$16.56
Police and Sheriff's Patrol Officers	7,470	7,890	420	5.6%	$17.89
Detectives and Criminal Investigations	920	950	30	3.3%	$32.48
Private Detectives and Investigators	150	170	20	13.3%	$26.69
Paralegals and Legal Assistants	1,840	1,970	130	7.1%	$23.19
Security Guards	9,650	10,290	640	6.6%	$12.58

Source: Mississippi Department of Employment Security; mdes.ms.gov (2021).

Perkins V Requirements and Academic Infusion
The law enforcement curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in the field. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for industry careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education
The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies
Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The law enforcement educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction
Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations
Teachers should investigate opportunities to sponsor a student organization. There are several in Mississippi that will foster the types of learning expected from the curriculum. SkillsUSA is an example of a student organization with many benefits for students. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to the world of careers and scholarship opportunities.

Cooperative Learning
Cooperative learning can help students understand topics when independent learning cannot. Therefore, several opportunities are in the law enforcement curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The law enforcement curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the law enforcement curriculum that will allow and encourage collaboration with professionals currently in the law enforcement field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the law enforcement classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and industry professionals. Thus, supervised collaboration and immersion into the law enforcement industry around the students are keys to students' success, knowledge, and skills development.

Professional Organizations

Association for Career and Technical Education (ACTE)
acteonline.org

Mississippi ACTE (MS ACTE)
mississippiacte.com

National Association of Police Organizations (NAPO)
napo.org

SkillsUSA
skillsusa.org

U.S. Army Junior ROTC (Army JROTC)
usarmyjrotc.com/

Using This Document

Suggested Time on Task

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 280 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80% of the time in the course. The remaining percentage of class time will include instruction in nontested material, review for end-of-course testing, and special projects.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level. Teachers are welcome to teach the competencies in other ways than the listed objectives if it allows for mastery of the competencies. Teachers are also allowed to teach the units and competencies in the order that they prefer, as long as they teach necessary material allotted for that specific course or credit they are teaching at the time.

Teacher Resources

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at rcu.msstate.edu/curriculum/curriculumdownload.aspx. All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future, if they are not already. To be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Many of the units include an enrichment section at the end. If the law enforcement program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the law enforcement program is using a national certification or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested. It is the responsibility of the teacher to ensure all competencies for the selected assessment are covered throughout the year.

Unit 1: Program Orientation

Competencies and Suggested Objectives

1. Discuss the expectations, objectives, and policies related to this course. [DOK1]
   a. Discuss the classroom rules and procedures.
   b. Review the course standards and curriculum outline.
   c. Complete a safety test to exhibit 100% mastery of safety practices and procedures.

2. Identify leadership opportunities in student organizations such as Skills USA. [DOK1]
   a. Discuss the various competitions offered through the program area student organization.
      • Describe each competition and the skills needed to accomplish the tasks.
      • Demonstrate the tasks required to complete an assigned competition.
   b. Describe the importance of effective communication skills.
      • Demonstrate verbal and nonverbal communication skills.
      • Apply appropriate speaking and listening skills to class- and work-related situations.
   c. Utilize team-building skills in class- and work-related situations.
      • Define team building.
      • Discuss the attributes of a team.
      • Identify the roles included in a team.

3. Research opportunities, organizations, and programs in the field of law enforcement. [DOK3]
   a. Explain the education and training requirements for the various job opportunities in law enforcement.
   b. Identify characteristics and responsibilities of individuals working in the field.
   c. Describe the purpose and authority of the BLEOST.
   d. Review the procedures and requirements in the Mississippi Law Enforcement Basic Training program.

Enrichment
1. Provide each student with a copy of the Law Enforcement Officer Code of Ethics to learn and recite as an oral project.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.
Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Unit 2: Health and Physical Fitness

Competencies and Suggested Objectives

1. Demonstrate the importance of physical fitness, nutrition, and overall well-being for law enforcement officers' ability to perform duties. DOK2
   a. Complete a baseline physical fitness assessment to determine current fitness level.
   b. Set fitness goals and develop a personal fitness plan to successfully reach goals or increase fitness level.
   c. Describe the importance of stress management for law enforcement officers.
     • Define stress and identify job-related factors that causes stress for officers.
     • Identify short- and long-term effects of stress.
     • Describe stress management techniques for on- and off-duty officers.

2. Demonstrate methods to develop good nutrition and exercise habits for physical health. DOK2
   a. Describe the impact of diet and exercise on health conditions, such as hypertension and cardiovascular disease.
   b. Identify dietary guidelines that promote healthy eating.
     • Basic food groups or MyPlate
     • Hydration
   c. Identity types of activity to develop and maintain an optimal level of physical fitness.
     • Stretching
     • Aerobic exercises
     • Strength training

3. Demonstrate the minimum standards of a physical fitness program for law enforcement. DOK2
   a. Perform the physical fitness program standards.
     • Agility run
     • Trunk flexion
     • Push ups
     • 1.5-mile run

Enrichment
1. This unit is based on the Law Enforcement Officer Standards and Training program. The following standard sheets should be consulted for individual fitness levels. • Agility Run Standards Sheet • Push-Up Standards Sheet • Trunk Flexion Standards Sheet • 1.5 Mile Run Standards Sheet

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

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Unit 3: Law Enforcement

Competencies and Suggested Objectives

1. Describe the development of the American federal and state law enforcement systems. [DOK2]
    a. Analyze the contributions of major historical figures and their impact on law enforcement over the years.
       • Sir Robert Peel
       • August Volmer
       • O.W. Wilson

2. Explain the basic role of law enforcement officers and police departments. [DOK2]
    a. Describe the general responsibilities and duties police officers have to citizens and society.
       • Prevent crime
       • Preserve peace
       • Enforce laws
       • Provide services
    b. Identify the functions of the core operational divisions of police departments.
       • Preventive patrol
       • Routine incident response
       • Emergency response
       • Criminal investigation
       • Problem solving
    c. Examine the mission statement, organizational structure, and chain of command within police departments.

3. Relate the importance of professionalism, ethics, and moral standards to officers' duties. [DOK2]
    a. Analyze and recite the Law Enforcement Officer Code of Ethics and Oath of Honor.
    b. Interpret the Mississippi Ethics Law, MS Code of 1972, Section 25-4-105.
    c. Explain the types of behavior and circumstances that can lead to unethical and illegal actions.
       • Gratuity
       • Corruption
       • Abuse of authority
       • Abuse of force
       • Conflict of interest

4. Examine the purpose, benefits, and challenges of various policing strategies. [DOK2]
    a. Explain how policing strategies are used in various situations.
       • Community
       • Hot spot
       • Third party
       • Broken window
       • Intelligence-led
       • Problem-oriented

Enrichment
1. Students will conduct a research project identifying the steps to apply for the police academy.
2. Research the organizational charts of local, state, and federal law enforcement agencies and determine the common ranks and their responsibilities within the departments. Students will create organizational charts for each profession and discuss what is needed to qualify for that area.

*Refer to your Teacher Resource Document for resources and strategies. Click here to download your pathway.

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Unit 4: Criminal Law and Procedures

Competencies and Suggested Objectives
1. Identify the main components and structure of the criminal justice system. [DOK1]   a. Explain the purpose and function of the separate areas of the criminal justice system.   - Judicial   - Law enforcement   - Corrections   b. Explain the purpose and functions of the criminal justice system.   - Due process   - Crime prevention   - Protection of life and property   - Apprehension of the offender   - Enforcement of the law   - Justice and equality
2. Explain the nature by which all crime must be considered as required by statute. [DOK1]   a. Define the basic elements that determine why crimes are committed in our system.   - Actus reus (i.e., criminal act)   - Mens rea (i.e., criminal intent)   - Concurrence   - Causation   b. Describe and provide examples of the major types of crimes.   - Violent   - Property   - Felony   - Misdemeanor   c. Determine the major differences between civil and criminal offenses.

3. Discuss the U.S. federal legal system and the role of law enforcement on different levels. [DOK1]
   a. Define the enumeration of power.
   b. Explain the enumeration of power among the three branches of government according to the U.S. Constitution.   - Article I   - Article II   - Article III   c. Identify the roles and responsibilities of federal, state, county, and municipal law enforcement agencies.
   d. Examine the roles, jurisdiction, and enforcement powers of Mississippi municipal, county, and state enforcement and investigative agencies.
   e. Describe the levels and powers of municipal, state, and federal courts.

4. Identify the legal precedents that provide the foundation for law enforcement procedures. [DOK1]
   a. Examine the Bill of Rights in the U.S. Constitution.
   b. Explain the significance of constitutional amendments to individual rights.

- Fourth through Sixth Amendments
- Eighth Amendment
- Fourteenth Amendment

c. Examine major U.S. Supreme Court decisions and identify their significance to law enforcement.
- Mapp v. Ohio
- Terry v. Ohio
- Tennessee v. Garner
- Miranda v. Arizona
- Gideon v. Wainwright
- Escobedo v. Illinois
- Chimel v. California

5. Describe the laws and procedures for juveniles in the American criminal justice system. DOK2

a. Explain the purpose of the juvenile justice system.
b. Distinguish the juvenile justice system from the criminal process and the treatment of adults.
c. Distinguish the classification of a juvenile under federal and state laws.
d. Identify the purpose of key court decisions that protect the rights of juveniles.
- In re Gault, 387 U.S. I (1967)
- In re Winship, 397 U.S. 358 (1970)
- Roper v. Simmons, 543 U.S. 551 (2005)

Unit 5: Basic Patrol Operations

Competencies and Suggested Objectives

1. Recognize the role of patrol operations as an important function of a police organization. DOK1
 	
   a. Describe the main purpose and objectives of patrol functions within an agency and the role of an officer in each function.
     • Service
     • Public relations
     • Ancillary operations
     • Prevention and detection
   b. Identify the characteristics and purpose of patrol techniques.
     • Proactive and reactive
     • Conspicuous and inconspicuous
   c. Discuss the purpose of basic preventive patrol methods.
     • Business premises
     • Suspicious persons
     • Variable patrol patterns
     • Police omnipresence
   d. Explain the determining factors made by officers for patrol routes.
     • Demographics
     • Geographics
     • Directive patrol
     • Population distribution
     • Selective enforcement
     • Recent crime and disorderly activities

2. Discuss the procedures necessary to properly perform patrol duties in varying conditions and circumstances. [DOK2]
   a. Identify the elements involved in the patrol process of school, residential, and business structures.
   b. Identify the three types of motor vehicle stops:
      - Traffic violations
      - Investigative
      - Felony
      - High risk
   c. Describe the process for performing a vehicle stop and factors to consider when met with various conditions.
      - Dispatch
      - Aisle of safety
      - Clearing vehicle occupants
      - Determination for backup
      - Day and nighttime stops
   d. Identify the purpose of roadblocks and the techniques to employ them properly.

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Unit 6: Vehicle Law and Enforcement

Competencies and Suggested Objectives

1. Describe Mississippi motor vehicle laws and traffic regulations. [DOK2]
   a. Explain laws and traffic regulations in Mississippi.
      • Driver's licenses and insurance
      • Seat belt safety
      • Traffic signs and signals
      • Right of way
      • Speed restrictions
      • Accidents and reports (duties of involved drivers)

2. Explain the traffic laws outlined in the Mississippi Code of 1972 § 63-11-30. [DOK2]
   a. Examine common traffic laws that involve the rules of the road and traffic violations.
      • Operator licensing
      • Vehicle registration
      • Vehicle equipment
      • Citations
   b. Demonstrate proper report writing for Mississippi Code traffic violations.

3. Explain the factors that determine when and how to control or direct traffic. [DOK2]

4. Describe the regulations and procedures to employ speed enforcement tactics such as a speeding device. [DOK2]
   a. Distinguish between the basic speed law and the absolute speed law.
   b. Explain the relationship with speeding, vehicle crashes, fatalities, and injuries.
   c. Discuss the benefits of the various types of speed enforcement techniques.
      • Roadblocks
      • Speed entrapments
      • Radar
   d. Compare the effectiveness of radar devices based on the functions and risks.
      • Stationary
      • Moving
      • Same direction
   e. Demonstrate the operation of a radar device to measure the speed of a moving vehicle.
   f. Outline the process for prosecuting a speed violation.

5. Describe the process for handling incidents of motorists operating a vehicle while impaired. [DOK2]
   a. Define the term "driving while under the influence" (DUI).
   b. Identify the indicators of impaired driving.
   c. Examine Mississippi Code of 1972 § 63-11-30 and explain implied consent and refusal.
   d. Demonstrate when and how to conduct a sobriety test as well as how to interpret the results.
      - Field sobriety tests
      - Blood
      - Urine

Unit 7: Safety and Orientation

Competencies and Suggested Objectives

1. Identify the expectations, objectives, and policies related to this course. [DOK1]
   a. Discuss the classroom rules and procedures.
   b. Review the course standards and curriculum outline.
   c. Complete a safety test exhibiting 100% mastery of safety practices and procedures.

2. Demonstrate the skills and training necessary for first responders to apply basic life support techniques. [DOK1]
   a. Describe the procedure for administering cardiopulmonary resuscitation (CPR) to infants, children, and adults.
   b. Explain the procedure for administering CPR using an automated external defibrillator (AED) for infants, children, and adults.
   c. Demonstrate the procedure for the removal of a foreign-body airway obstruction for infants, children, and adults.

3. Demonstrate the skills to provide first aid treatment. [DOK 3]
   a. Describe the basic principles of first aid.
   b. Explain the procedure for treating external bleeding and applying dressings.
   c. Define shock and explain the procedure to treat or prevent it.
   d. Describe the procedure for treating muscle, bone, and joint injuries.
   e. Demonstrate how to treat injuries from burns as well as exposure to extreme heat and cold.
   f. Explain the process for treating a poisoning.
   g. Demonstrate the methods involved in treating sudden illnesses such as a heart attack, stroke, fainting, convulsions, and diabetic reactions.
   h. Describe the procedure for providing first aid care for injuries to external body parts.
      • Eyes, ears, and nose
      • Head and skull
      • Chest and abdomen

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.
Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Unit 8: Investigative Practices

Competencies and Suggested Objectives
1. Apply writing skills to produce police and investigative reports for the criminal justice process. [DOK4]
a. Identify the content, format, and purpose of basic reports.
• Field notes
• Initial reports
• Supplemental reports
b. Identify the steps to produce a report.
• Logical sequence of events
• Clear, concise, and accurate narratives
• Proper grammar, punctuation, and sentence structure
2. Demonstrate techniques for handling evidence during a crime scene investigation. [DOK2]
a. Discuss the elements involved in recognizing, processing, and preserving physical evidence.
• Types of physical evidence
• Steps for collecting evidence
• Five rules of evidence
• Chain of custody
b. Identify the necessary steps to take before entering and securing a crime scene.
c. Demonstrate the process for conducting a search for evidence at a crime scene.
• Strip line
• Grid-quadrant
• Zone wheel
• Spiral
• Baseline
3. Demonstrate techniques to conduct a basic interview and interrogation. [DOK2]
a. Distinguish the difference between an interview and an interrogation.
b. Distinguish the difference between an admission and a confession.
c. Identify guidelines for conducting an interview or interrogation.
d. Examine legal decisions and identify how they affect individual rights during interviews and interrogations.
• Miranda v. Arizona, 1966
• Brown v. Mississippi, 1936
• Mapp v. Ohio, 1961
• Escobedo v. Illinois, 1964
• Fourth Amendment
• Fifth Amendment
• Sixth Amendment

Mississippi CTE
Curriculum Framework

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Enrichment
1. Simulate a crime scene investigation that includes handling and processing evidence.
2. Prepare police reports of observations during the simulated crime scene.

Unit 9: Search and Seizure

Competencies and Suggested Objectives

1. Describe the laws and statutes that guide law enforcement restraints to ensure protection of individuals' rights. [DOK2]
   a. Examine the Bill of Rights and its impact on states regarding individual rights.
   b. Examine the Fourth Amendment of U.S. Constitution and describe search and seizure.
   c. Explain probable cause and its significance for obtaining a search warrant.
      • Preponderance of evidence
      • Clear and convincing evidence
      • Beyond a reasonable doubt
   d. Demonstrate circumstances that provide exemptions to the requirements for a search warrant.
      • Plain view
      • Abandonment
      • Third-party search
      • Stop and frisk (Terry Doctrine)
   e. Examine the Mapp v. Ohio legal ruling to explain the exclusionary rule and the fruit of the poisonous tree effect.
   f. Identify circumstances that provide exemptions to the exclusionary rule.
      • Attenuation
      • Exigent
      • Plain view
      • Good faith

2. Identify the ethical issues and legal authority for a valid arrest. [DOK1]
   a. Explain the purpose of a warrant, including the process to obtain and execute it upon a suspect.
   b. Identify the necessary information required on the paperwork for an arrest warrant.
   c. Describe circumstances when a warrant is and is not required for an arrest.

Unit 10: Arrests, Restraints, and Use of Force

Competencies and Suggested Objectives

1. Discuss the foundation and guiding principles for the use of force by officers during law enforcement procedures. [DOK2]
    a. Examine the legal constraints on the use of force by officers as guided by Brown v. Mississippi, 297 (1936) and the Fourth Amendment of the U.S. Constitution.
    b. Explain the standards and guidelines involved in the use of force continuum.
    c. Research the civil and criminal liability that officers and police departments face for misuse of force.
    d. Identify factors that determine the use of counter resistance and de-escalation of force tactics.

2. Determine tactics that promote the appropriate use of restraint by officers during law enforcement procedures. [DOK2]
    a. Demonstrate approaching, positioning, and handcuffing techniques when performing an arrest on individuals in various circumstances.
       • Standing
       • Kneeling
       • Modified wall
       • Felony prone
       • Multiple individuals
       • Removal of handcuffs
    b. Identify verbal commands and various types of non-weapons to control or stop unwanted behavior in various situations.
    c. Demonstrate the proper use of a baton for specific areas of the body and for disarming an opponent with various weapons.

3. Utilize tactical decision-making techniques to assess situations and apply the appropriate response to subjects. [DOK2]
    a. Explain counter resistance and identify the factors that support the use of these tactics.
       • Imminent
       • Justified
       • Imminently reasonable
    b. Describe de-escalation and the type of situations that warrant the use of such techniques.
    c. Identify circumstances that support the use of deadly and non-deadly use of force.

Unit 11: Firearm Safety and Operation

Competencies and Suggested Objectives

1. Demonstrate awareness to safely maintain and operate firearms. [DOK2]
    a. Identify types of firearms, including their basic parts, functions, and ammunition.
        • Handguns
        • Semi-automatic pistols
        • Rifles
    b. Demonstrate techniques to safely handle, maintain, and store firearms.
        • Load, reload, and unload
        • Field strip, clean, lubricate, and function check
        • Duty belt, holster, and magazine pouch
    c. Identify the types, causes, and solutions of firearm malfunctions.

2. Demonstrate the skills to properly fire a handgun. [DOK2]
    a. Display the proper technique for drawing a handgun and recovering it to the holster.
    b. Identify the "ready" position of an officer with a drawn handgun.
    c. Demonstrate proficiency in basic shooting fundamentals.
        • Grip
        • Stance
        • Trigger control
        • Alignment and sight picture
        • Breathing and follow-through

3. Apply decision-making skills to properly discharge a weapon in certain circumstances. [DOK4]
    a. Determine appropriate scenarios of when discharging a weapon is necessary.
        • Shoot/no shoot
        • Low light
        • Holding a flashlight
        • Stressful situations

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Unit 12: Drugs and Alcohol

Competencies and Suggested Objectives

1. Demonstrate an awareness of the effects of various types of drugs and controlled substances. [DOK2]
   a. Describe the controlled substance schedule and identify the common elements within each of the five classes.
      • Types of drugs
      • Physical appearance
      • Street names
      • Physiological effects
   b. Identify the most commonly abused types of drugs based on penalties under federal and state drug laws.
      • Depressants
      • Morphine
      • Cannabis
      • Stimulants
      • Designer drugs

2. Discuss methods for conducting drug investigations and field tests for various drugs. [DOK1]
3. Summarize procedures for handling drugs and controlled substances. [DOK2]

4. Describe the process of detection, apprehension, and arrest of an intoxicated driver. [DOK2]
   a. Define the term DUI.
   b. Identify indicators of impaired driving.
   c. Examine Mississippi Code of 1972 § 63-11-30 and explain implied consent and refusal.
   d. Demonstrate when and how to conduct a sobriety test as well as how to interpret the results.
      • Field sobriety tests
      • Blood
      • Urine

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Program Orientation		
	1.	Discuss the expectations, objectives, and policies related to this course.
	2.	Identify leadership opportunities in student organizations such as SkillsUSA.
	3.	Research opportunities, organizations, and programs in the field of law enforcement.
Unit 2: Health and Physical Fitness		
	1.	Demonstrate the importance of physical fitness, nutrition, and overall well-being for law enforcement officers' ability to perform duties.
	2.	Demonstrate methods to develop good nutrition and exercise habits for physical health.
	3.	Demonstrate the minimum standards of a physical fitness program for law enforcement.
Unit 3: Law Enforcement		
	1.	Describe the development of the American federal and state law enforcement systems.
	2.	Explain the basic role of law enforcement officers and police departments.
	3.	Relate the importance of professionalism, ethics, and moral standards to officers' duties.
	4.	Examine the purpose, benefits, and challenges of various policing strategies.
Unit 4: Criminal Law and Procedures		
	1.	Identify the main components and structure of the criminal justice system.
	2.	Explain the nature by which all crime must be considered as required by statute.
	3.	Discuss the U.S. federal legal system and the role of law enforcement on different levels.
	4.	Identify the legal precedents that provide the foundation for law enforcement procedures.
	5.	Describe the laws and procedures for juveniles in the American criminal justice system.

		Unit 5: Basic Patrol Operations
	1.	Recognize the role of patrol operations as an important function of a police organization.
	2.	Discuss the procedures necessary to properly perform patrol duties in varying conditions and circumstances.

		Unit 6: Vehicle Law and Enforcement
	1.	Describe Mississippi motor vehicle laws and traffic regulations.
	2.	Explain the traffic laws outlined in the Mississippi Code of 1972 § 63-11-30.
	3.	Explain the factors that determine when and how to control or direct traffic.
	4.	Describe the regulations and procedures to employ speed enforcement tactics such as a speeding device.
	5.	Describe the process for handling incidents of motorists operating a vehicle while impaired.

		Unit 7: Safety and Orientation
	1.	Identify the expectations, objectives, and policies related to this course.
	2.	Demonstrate the skills and training necessary for first responders to apply basic life support techniques.
	3.	Demonstrate the skills to provide first aid treatment.

		Unit 8: Investigative Practices
	1.	Apply writing skills to produce police and investigative reports for the criminal justice process.
	2.	Demonstrate techniques for handling evidence during a crime scene investigation.
	3.	Demonstrate techniques to conduct a basic interview and interrogation.

		Unit 9: Search and Seizure
	1.	Describe the laws and statutes that guide law enforcement restraints to ensure protection of individuals' rights.
	2.	Identify the ethical issues and legal authority for a valid arrest.

		Unit 10: Arrests, Restraints, and Use of Force
	1.	Discuss the foundation and guiding principles for the use of force by officers during law enforcement procedures.
	2.	Determine tactics that promote the appropriate use of restraint by officers during law enforcement procedures.
	3.	Utilize tactical decision-making techniques to assess situations and apply the appropriate response to subjects.

		Unit 11: Firearm Safety and Operation
	1.	Demonstrate awareness to safely maintain and operate firearms.
	2.	Demonstrate the skills to properly fire a handgun.
	3.	Apply decision-making skills to properly discharge a weapon in certain circumstances.

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Unit 12: Drugs and Alcohol		
	1.	Demonstrate an awareness of the effects of various types of drugs and controlled substances.
	2.	Discuss methods for conducting drug investigations and field tests for various drugs.
	3.	Summarize procedures for handling drugs and controlled substances.
	4.	Describe the process of detection, apprehension, and arrest of an intoxicated driver.

Appendix A: Industry Standards

Board on Law Enforcement Officer Standards and Training (BLEOST)

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
BLEOST													
PK1.1 Patrol Operations				X	X	X	X		X	X	X	X	X
PK1.1.1 History of the Criminal Justice System		X		X	X								
PK1.1.2 Ethics		X		X	X	X	X	X	X	X	X	X	X
PK1.2 Basic Criminal Investigation				X		X	X	X	X		X	X	X
PK1.3 Traffic						X	X		X	X	X		
PK1.4 Basic Law for Law Enforcement Officers				X	X	X	X	X	X	X	X	X	X
PS2.1 Mechanics of Arrest										X	X		
PS2.2 Testimony in Court				X	X	X	X		X	X	X	X	
PS2.2.1 Courtroom Procedures and Techniques				X	X				X		X		
PS2.3 Firearms Training		X						X				X	
PS2.4 First Aid, HIV/AIDS Awareness and CPR		X	X					X					
PS2.5 Driver Training					X								
PS2.6 Administrative Time		X	X	X	X	X	X	X	X	X	X	X	X

1 POLICE KNOWLEDGE

    PK 1.1 Patrol Operations

        PK1.1.1 History of the Criminal Justice System

        PK1.1.2 Ethics

        PK1.1.3 Law Enforcement Officer Rights

        PK1.1.4 Police Image

        PK1.1.5 Crime and its Prevention

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PK1.1.6 Stop and Approach

PK1.1.7 Basic Radio Communications

PK1.1.8 Use of Force and Incident Reporting and Documentation

PK1.1.9 Service of Process

PK1.1.10 Cultural Awareness and Human Relations

PK1.1.11 Handling the Mentally Ill

PK 1.2 Basic Criminal Investigation

PK1.2.1 Crime Scene and Forensic Services

PK1.2.2 Basic Investigative Matters

PK1.2.3 Narcotics Investigation

PK 1.3 Traffic

PK1.3.1 Rules of the Road

PK1.3.2 DUI Law, Detection and Field Sobriety

PK1.3.3 Accident Investigation

PK1.3.4 Traffic Control and Roadblocks

PK1.3.5 Intoxilyzer

PK1.3.6 Radar

PK 1.4 Basic Law for Law Enforcement Officers

PK1.4.1 Evidence, Arrest, Search and Seizure

PK1.4.2 Mississippi Criminal Statutes

PK1.4.3 Juvenile Law and Procedure

PK1.4.4 Civil Liability and Use of Force

2 POLICE SKILLS

PS 2.1 Mechanics of Arrest

PS2.1.1 Physical Fitness and Conditioning

PS2.1.2 Subject Control Techniques

PS2.1.3 Officer Survival and Crisis Intervention

PS 2.2 Testimony in Court

PS2.2.1 Courtroom Procedures and Techniques

PS2.2.2 Moot Court

PS 2.3 Firearms Training

PS 2.4 First Aid, HIV/AIDS Awareness and CPR

PS 2.5 Driver Training

PS 2.6 Administrative Time

National Emergency Medical Services (EMS) Educational Standards

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
EMS													
EMS1								X					
EMS2													X
EMS3													
EMS4													
EMS5													
EMS6								X					
EMS7													
EMS8								X					X
EMS9								X					X
EMS10								X					X
EMS11								X					X
EMS12								X					X
EMS13								X					X
EMS14								X					X

EMS1   Preparatory

EMS2   Anatomy and Physiology

EMS3   Medical Terminology

EMS4   Pathophysiology

EMS5   Life Span Development

EMS6   Public Health

EMS7   Pharmacology

EMS8   Airway Management, Respiration, and Artificial Ventilation

EMS9   Assessment

EMS10   Medicine

EMS11   Shock and Resuscitation

EMS12   Trauma

EMS13   Special Patient Populations

EMS14   EMS Operations

Presidential Youth Fitness Program Requirements

Aerobic Capacity

The Pacer: Recommended
One-Mile Run: Alternative
Walk Test: Alternative

Body Composition

Skinfold Measurement: Recommended
Body Mass Index: Alternative
Portable Bioelectric Impedance Analyzers

Muscular Strength, Endurance, and Flexibility

Abdominal Strength and Endurance
Curl-Up: Recommended
Trunk Extensor Strength and Flexibility
Trunk Lift: Recommended

Upper Body Strength and Endurance
90° Push-Up: Recommended
Modified Pull-Up: Alternative
Flexed Arm Hang: Alternative

Flexibility
Back-Saver Sit and Reach: Optional
Shoulder Stretch: Optional

	LE Curriculum	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Presidential Youth Fitness Standards													
Aerobic Capacity			X					X					
Body Composition			X					X					
Muscular Strength, Endurance, and Flexibility			X					X					

Appendix B: Academic Standards

The law enforcement curriculum is written to encourage physical fitness. Students endure rigorous physical training each week to meet the requirements of the Presidential Youth Fitness Program and the Candidate Physical Ability Test (CPAT). Therefore, the curriculum seeks to provide students with 1/2 Carnegie Unit for Physical Education, as shown in the following crosswalk with Mississippi's Physical Education Framework for Grades 10-12.

Mississippi's Physical Education Framework for Grades 10-12

PE1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PE3. Exhibit a physically active lifestyle.

PE4. Achieve and maintain a health-enhancing level of physical fitness.

PE5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

PE6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
MS PE Framework													
PE1			X					X			X	X	
PE2			X					X					
PE3			X					X					
PE4			X					X			X		
PE5			X					X					
PE6			X					X					

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