

Unit 2: Law Enforcement and the U.S. Constitution

Content Area: **CTE**
Course(s):
Time Period: **November**
Length: **5 Weeks**
Status: **Published**

Unit Overview:

In this unit, students will delve into the pivotal role the U.S. Constitution plays in dictating law enforcement practices. Beginning with an in-depth study of constitutional law, students will uncover how it guides and constrains law enforcement officers' actions, focusing particularly on the Fourth, Fifth, Sixth, and Eighth Amendments. A series of case studies will bring these principles to life, demonstrating the impact of the American legal system on the day-to-day enforcement of the law.

Essential Questions:

- How does the U.S. Constitution impact the execution of law enforcement duties?
- How does the legal system influence policing?

Enduring Understandings:

The U.S. Constitution significantly influences the execution of law enforcement duties.

Standards/Indicators/Student Learning Objectives (SLOs):

PUBS.9-12.9.4.12.L.(1).3	Execute verbal and oral communication techniques to deliver presentations and communicate technical information related to corrections environments.
PUBS.9-12.9.4.12.L.(1).4	Demonstrate knowledge of how to interpret, analyze, and evaluate nonverbal messages to distinguish fact from fabrication in messages received in corrections environments.
PUBS.9-12.9.4.12.L.(1).5	Demonstrate knowledge of how to design effective written and visual materials using specific academic writing strategies to document and communicate incidents, activities, evidence, observations, and other important information related to corrections environments.

Lesson Titles:

- "Understanding the U.S. Constitution"
- "The American Legal System and Law Enforcement"
- "Case Study: Constitutional Law and Policing"

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Inter-Disciplinary Connections:

Constitutional Law, Political Science, History.

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessments

Performance Tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

Introduction to Criminal Justice

Robert Bohm, 10e

Textbook chapters, scholarly articles, documentaries, primary sources.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Socratic seminars, independent research, group discussions, case study analysis.

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests

- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions

- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

Computer Science and Design Thinking Standards

incorporating feedback from users.

CS.9-12.8.1.12.AP.8

Evaluate and refine computational artifacts to make them more usable and accessible.