

# Unit 1: Introduction to Law Enforcement: Philosophy, History, and Current Practices

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

## Unit Overview:

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This unit begins with an exploration of the philosophical foundations of policing, from the "Peelian Principles" to community and broken windows policing. Students will investigate the evolution of law enforcement agencies throughout history, understanding the influences of social, political, and legal changes. Modern practices, their connections to history, and their implications will be examined through a critical lens, encouraging students to engage with how past events and philosophies continue to shape present-day law enforcement.

## Essential Questions:

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- How have the philosophical foundations and history of law enforcement shaped modern practices?
- What significant events have impacted the current state of law enforcement in America?

## Enduring Understandings:

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The history and philosophical foundations of policing in America have significantly influenced modern law enforcement practices.

## Standards/Indicators/Student Learning Objectives (SLOs):

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PUBS.9-12.9.4.12.L.(1).1	Demonstrate knowledge of psychosocial principles and strategies to facilitate and deal with human behavior encountered in corrections environments.
PUBS.9-12.9.4.12.L.(1).2	Apply active listening skills in multiple settings common to corrections environments, such as group meetings and presentations, in order to obtain and clarify information and to implement directives and procedures.
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.

## Lesson Titles:

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- "Philosophical Foundations of Policing"

- "Historical Developments in Law Enforcement"
- "Modern Law Enforcement: Influences and Practices"

## **Career Readiness, Life Literacies, & Key Skills:**

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TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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:**

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History, Philosophy, Sociology, Ethics.

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.

## **Equity Considerations**

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### **Amistad Mandate**

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Topic: How African American Police Officers combat systemic racism

Materials Used: <https://hbr.org/2023/09/how-black-police-officers-combat-systemic-racism-at-work>

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**

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Topic: Implicit Bias in the Police Force

Materials Used: <https://www.policchiefmagazine.org/addressing-implicit-bias-in-policing/>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): How police forces support LGBTQ

Materials Used: <https://phillypolice.com/lgbtq-services/>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Climate Change**

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Topic (Person and Contribution Addresses): How climate change impacts policing world wide

Materials Used: <https://academic.oup.com/policing/article/doi/10.1093/police/paad062/7282125>

Addresses the Following Component of the Mandate:

- Economic

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## **Asian American Pacific Islander Mandate**

Topic (Person and Contribution Addresses): History of AAPI in NAPOA

Materials Used: <https://www.napoablue.com/about/history/>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

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## **Summative Assessment:**

- Alternate Assessment
- Benchmark
- Marking Period Assessment

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## **Benchmark Assessments**

Skills-based assessment

Reading Response

Writing Prompt

Lab practical

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## **Alternative Assessments**

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

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### **Resources & Materials:**

Introduction to Criminal Justice

Robert Bohm, 10e

Textbook chapters, scholarly articles, documentaries, primary sources.

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

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

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### **Formative Assessment:**

Quizzes, discussion board participation, final unit exam, critical review essay.

- Anticipatory Set
- Closure
- Warm-Up

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### **Modifications**

## **ELL Modifications:**

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- 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:**

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- 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**

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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

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### **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

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### **Technology Materials and Standards**

## Computer Science and Design Thinking Standards

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CS.9-12.8.1.12.AP.5

Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

CS.9-12.8.1.12.AP.6

Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. Modules allow for better management of complex tasks.