

Unit 3: Law Enforcement and Special Responsibilities

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

Unit Overview:

This unit will explore the unique responsibilities law enforcement officers bear when interacting with various societal groups, such as juveniles, minorities, senior citizens, and people with disabilities. Each group's distinctive needs, potential vulnerabilities, and legal protections will be investigated, with emphasis on best practices for engaging with these populations respectfully and effectively. Students will also analyze and discuss real-world examples of community policing strategies and their impacts.

Essential Questions:

- What special responsibilities do law enforcement officers have when interacting with different societal groups?
- How does law enforcement adapt to diverse societal needs?

Enduring Understandings:

Law enforcement officers have special responsibilities towards different societal segments.

Standards/Indicators/Student Learning Objectives (SLOs):

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:

- "Understanding Diversity in Law Enforcement"
- "Policing and Special Populations"
- "Case Study: Effective Community Policing"

Career Readiness, Life Literacies, & Key Skills:

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:

Sociology, Psychology, Ethics, Cultural Studies.

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

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:

Textbook chapters, case studies, guest speakers.

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:

Role-play reflections, quizzes, group projects, final unit exam, case study presentation.

- 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

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.