

Unit 8: Career Paths and Professional Development in Law Enforcement

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

Unit Overview:

This unit provides an overview of various career paths in law enforcement, qualifications, and progression opportunities. It also addresses the importance of continuous learning, physical and mental wellness, and maintaining ethical standards in professional development.

Essential Questions:

- What career paths are available in law enforcement?
- What qualifications and skills are necessary for various roles?
- How can officers ensure their own physical and mental wellness in a demanding profession?

Enduring Understandings:

Professional development, continuous learning, and maintaining high ethical standards are key for a successful career in law enforcement.

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).22	Evaluate and summarize the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury, and due process rights for individuals within corrections environments.
PUBS.9-12.9.4.12.L.(1).23	Analyze and summarize the impact of the Fourteenth Amendment as it relates to due process and equal protection in order to ensure protection of constitutional rights for individuals in corrections environments.

Lesson Titles:

- "Exploring Careers in Law Enforcement"
- "Professional Skills and Qualifications"

- "Maintaining Wellness in Law Enforcement"

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:

Career Counseling, Psychology, Health and Fitness, Ethics.

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

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:

Quizzes, career research project, final unit exam, reflection paper on professional development.

- 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, career guides, guest speakers, wellness resources.

Introduction to Criminal Justice

Robert Bohm, 10e

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

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

- Direct instruction for outlining various career paths and qualifications.
- Guest speakers from different law enforcement fields to provide firsthand insights.
- Independent research and presentations on different law enforcement careers.
- Reflective writing to discuss personal goals and professional development strategies.

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.

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.

