

Unit 7: Law Enforcement and Technology

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

Unit Overview:

This unit explores the role of technology in modern law enforcement. From digital forensics to the use of body-worn cameras and predictive policing, students will examine the benefits, challenges, and ethical considerations associated with these technologies.

Essential Questions:

- What are the uses and impacts of technology in law enforcement?
- What ethical considerations arise with the use of technology in policing?

Enduring Understandings:

Technology plays a significant role in modern law enforcement but comes with its own set of ethical and practical challenges.

Standards/Indicators/Student Learning Objectives (SLOs):

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.
PUBS.9-12.9.4.12.L.(1).9	Use information technology systems to track public offenders in order to maintain accurate records within and among corrections institutions.
PUBS.9-12.9.4.12.L.(1).10	Analyze and interpret standard operational procedures used in the criminal justice system in order to maintain security in corrections environments.

Lesson Titles:

- "Digital Forensics in Law Enforcement"
- "Body-worn Cameras and Accountability"

- "Predictive Policing: Pros and Cons"

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.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

Inter-Disciplinary Connections:

Information Technology, Ethics, Law, Data Science.

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.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

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, group projects, final unit exam, research paper on a specific law enforcement technology.

- 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, research articles, documentaries, guest speakers.

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

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 explaining new technologies in law enforcement.
- Independent research for group projects on different technologies.
- Socratic seminars to discuss the ethical implications of certain technologies.
- Case studies or articles to evaluate the pros and cons of technology use.

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.6

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

CS.9-12.8.1.12.AP.8

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