

Unit 4: Contemporary Issues and Controversies in Law Enforcement

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

Unit Overview:

This unit will confront contemporary challenges and controversies in law enforcement, fostering informed, critical discussion about issues such as police use of force, racial profiling, and law enforcement accountability. Ethical considerations will be at the forefront of these discussions, emphasizing the importance of integrity, impartiality, and respect for human rights in law enforcement. The unit aims to equip students with a nuanced understanding of these complex issues, preparing them to engage thoughtfully with ongoing debates about the future of policing.

Essential Questions:

- What are the current issues and controversies in law enforcement?
- How do ethical standards guide law enforcement personnel's actions?

Enduring Understandings:

Contemporary issues and ethical dilemmas significantly influence law enforcement practices.

Standards/Indicators/Student Learning Objectives (SLOs):

PUBS.9-12.9.4.12.L.(1).6	Demonstrate knowledge of conflict resolution techniques and skills in order to resolve conflicts among individuals.
PUBS.9-12.9.4.12.L.(1).7	Demonstrate knowledge of how to analyze hostile situations and execute anger and/or conflict management strategies in order to take charge of problems that arise in corrections settings.
PUBS.9-12.9.4.12.L.(1).8	Demonstrate knowledge of how to observe and evaluate the surrounding environment for signs of potential problems and/or danger in order to proactively address potential problems in corrections settings.

Lesson Titles:

- "Current Issues in Law Enforcement"

- "Controversies in Policing"
- "Ethical Standards in Law Enforcement"

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.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:

Ethics, Current Events, Sociology.

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.

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.

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

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, debates, group projects, final unit exam, reflective essay.

- 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

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Resources & Materials:

Textbook chapters, news articles, guest speakers.

Introduction to Criminal Justice

Robert Bohm, 10e

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

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

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.8

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

CS.9-12.8.1.12.AP.9

Collaboratively document and present design decisions in the development of complex programs.