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| **Social Studies: Law Enforcement** | | **Sample Tasks** |
| **Unit 2: Crime in the US and Contemporary Policing** | | ***These tasks include reading, writing and analytical skills throughout the unit.*** |
| **Topics: Sources of crime statistics, Hate crimes, Victimization, Traditional goals of policing, Police administration, Police subculture** | |
| **Grade 10,11,12 Elective** | |
| Score 4.0 | **In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught** | Research and formulate an opinion on the origins of statistics and their overall impact on police administrative decisions. |
| Score 3.0 | **The students will be able to:**   * Analyze and discuss the purpose and function of the UCR. * Discuss how traditional goals of policing have evolved over the last 50 years. * Synthesize and then formulate opinions on what creates police subculture and how that impacts how society views the police | Primary source analyzes on the UCR and its impact on tracking crime  Creation of a project implementing current events in conjunction with UCR terms and definitions.  Comparative reading from text |
| Score 2.0 | **Can complete the following:**   * Students are able to identify vocabulary and key concepts * Identify the different types of crimes and how they affect the public. * Explain the traditional goals of policing and how police administration uses them to guide their departments. | Vocabulary quiz  Guided notes and power point |
| Score 1.0 | **With help, partial success at score 2.0 content and score 3.0 content** | Describes main ideas without detail |
| Score 0.0 | **Even with help, no success** |  |